DOCUMENT RESUME

ED 350 199 SO 022 145

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TITLE Model Learner Outcomes for International Education.
INSTITUTION Minnesota State Dept. of Education, St. Paul.
PUB DATE 91
NOTE 119p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Curriculum Development; Curriculum Evaluation; Educational Objectives; Elementary School Curriculum; Elementary Secondary Education; *International Studies; *Outcomes of Education; Secondary School Curriculum; *State Standards; *Student Educational Objectives
IDENTIFIERS *Global Education; *Minnesota; Model Learner Outcomes

ABSTRACT

This document features the program level and model learner outcomes established by the state of Minnesota for international education. These outcomes are a series of statements that define the scope and breadth of study of international education, and it is intended that educators and curriculum specialists integrate these outcomes into all subject areas of the K-12 curriculum. In addition, the volume contains statements of the Minnesota State Board of Education on education values, learner values, philosophy, mission, and goals. The last portion of the guide lists examples of how global perspectives can be infused at every grade level and in every subject area. This section also includes a number of conceptual tools designed to help local educators with curriculum development and assessment. An appendix lists publications and organizations concerned with international/global education. (DB)

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Minnesota Department of Education

1991

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Model Learner Outcomes for
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MINNESOTA

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TABLE OF CONTENTS

Table of Contents		v
Preface		vii
Acknowledgements		ix
Chapter 1	State Board of Education Values, Philosophy, Mission, and Goals	3
Chapter 2	Introduction and Goals	19
Chapter 3	Model Learner Outcomes	25
Chapter 4	Infusing Global Perspectives in the Curriculum	45
Appendix		97

PREFACE

T. H. Bell, former United States Secretary of Education, proclaimed, "If we are to make good decisions about our increasing international linkages and interactions, we must have a citizenry that is second to none in their knowledge and understanding of the global condition. We have talked rhetorically for far too long about how our world has become a global village. It is time for us to prepare Americans of all ages to understand and live successfully in this increasingly complex world community."

This, the first edition of the Minnesota State Board of Education's required international education learner outcome, is really the combined work of three task forces of Minnesota educators that have attempted to identify what our high school graduates ought to know, be able to do and believe about our dynamic, interdependent and diverse world. Since the mid-seventies, Minnesota educators and policymakers have worked to ensure our elementary and secondary students receive an education that has been carefully integrated with a global perspective.

The National Education Goals and especially the objectives of goal three is but the latest of over fifty national studies or reports demanding the education in the United States and Minnesota include instruction that will ensure our students be globally literate. The United States Prepares For It's Future: Global Perspectives In Education, a 1988 study by the American Forum and American In Transition: The International Frontier, a 1989 study by the National Governor's Association are two very helpful and supportive reports for internationalizing our curriculum.

Since 1984 the Minnesota State Board of Education has required that in grades 10-12 all students must have 120 clock hours of "Contemporary World Problems." This document now reflects the integration of international education in all subject areas K-12. All subject areas must be integrated with the program level outcomes and learner outcomes found in Chapter Three.

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CHAPTER 1

International Education

MINNESOTA STATE BOARD OF EDUCATION

Education Values, Learner Values, Philosophy, Mission, and Goals

Chapter One

Minnesota State Board of Education

Values, Philosophy, Mission, and Goals

School districts nationwide, and certainly in Minnesota, are constantly striving to improve the learning experiences they provide students. The last two or three decades have seen heightened interest in improving all parts of the education process, including appropriate involvement of students, parents, and the community at large.

The documents that constitute the Minnesota Department of Education's *Coordinated Model for Educational Improvement* incorporate many of the concerns expressed and issues addressed by the public, Legislature, and in reports on the state of public education. One of these documents, titled *Goal and Outcome Specification Process,* suggests a set of procedures for appropriate involvement of the public. These procedures include public participation on the development of statements of values, philosophy, mission, and learner goals. These sets of statements are a hierarchy of increasingly specific concepts ranging from values, the most general, to learner goals, the most specific, that give form and direction to public education. Given this hierarchy, staff skilled in subject matter and the profession of teaching can develop very specific learner outcomes for each subject area.

The following sets of statements were adopted by either the Minnesota State Board of Education or the Minnesota State Legislature for two purposes. First, they provide a model for use by communities and school staff as they strive to improve the learning experiences they provide for residents. Second, they are the hierarchy used by Department staff and teams of educators as they develop model learner outcomes for each subject area. The *Mission Statement for Public Education* adopted by the Legislature gives explicit direction to public schools. The State Board Curriculum Rule 3500.1060 adopted February 1990 lists the learner goals which must be incorporated into each district's goal statements. All other parts of this document are models, suggestions for the consideration of residents and professionals in each district.

Education System Values

We believe the following values are preeminent for the education system. These attributes are to be reflected in all educational programs and operations.

Accountability – A condition in every school whereby each is able to justify its use of public resources by effectively fulfilling its mission of learning.

Effectiveness – A condition in every school whereby each accomplishes its mission at a performance level defined by learners, parents, citizens of the community and state, and their representatives.

Efficiency – A condition in every school whereby each accomplishes the highest possible level of excellence with available resources.

Excellence – A condition in every school whereby the highest possible standards for performance are expected of all students and staff.

Flexibility – A condition in every school which results in meeting the needs of learners through sensitive and creative responses to changing circumstances.

Human Equity – A condition in every school which offers equal opportunity and appropriate individualized support to each staff member in employment and professional growth and to each learner in the educational process. Also, a condition which fully, fairly, and accurately portrays various cultures, races, and genders in the instructional program.

Responsibility – A condition in which the school recognizes that the parent has primary responsibility to assure the child is educated, and in which a partnership exists between the school, community, parent, and the learner to identify the learning goals and needs of the child or adult learner and provide appropriate learning opportunities through which those goals can be met.

Responsiveness – A condition in every school whereby diversity of personal and group needs and aspirations are expected, accepted, encouraged, and routinely addressed.

System Equity – A condition in the education system whereby each school is provided with the resources necessary to assist all learners in achieving excellence.

Wholeness – A condition in every school whereby each gives necessary and appropriate consideration to the potential career needs, spiritual, social, emotional, and physical growth of each learner and staff member as it designs and implements educational programs.

Visionary – A condition in the education system whereby emerging trends which will affect the knowledge and skills required to be a successful adult are examined and the knowledge gained is used to produce appropriate changes in the system's course content, procedures, and goals for learners.

Learner Values

We believe helping students develop the following values is a primary purpose of education.

Accountability – A quality in individuals whereby each knows, understands, and accepts the impact and consequences of personal actions and decisions.

Citizenship – A quality in individuals whereby each has an understanding, appreciation, and support of the institutions of American government and society, and a willingness and ability to participate in the democratic process and in socially beneficial service activities.

Compassion – A quality in individuals whereby each is sensitive to the conditions affecting the lives of others and each has the commitment to assist others when appropriate and possible.

Competence – A quality in individuals whereby each attains maximum levels of knowledge, skill, and affect commensurate with his or her potential.

Cooperativeness – A quality in individuals whereby each interacts with others in a manner that mutually benefits all participants in the interaction.

Creativity/Flexibility – A quality in individuals whereby each acts or expresses self in new, improved, or unique ways.

Ethics – A quality in individuals whereby each displays consistent personal and professional integrity and an acceptance of the responsibility to act for the benefit of all learners.

Honesty – A quality in individuals whereby each is fair and straightforward in the conduct of human interaction.

Learning – A condition in individuals whereby each continually strives throughout life to learn more and to increase personal levels of fulfillment and competence in human endeavors.

Problem Solving – A condition in individuals whereby each has the ability to identify, frame, and propose new, improved, or unique solutions to existing and emerging problems.

Responsibility – A quality in individuals whereby each strives to fulfill the obligations of economic self–sufficiency and active commitment to the common good of society.

Self-Acceptance – A quality in individuals whereby each has a positive self–image, through assertion of rights, holding personal, physical, and emotional well–being as an ideal, accepting personal talents with humility, and personal limitations with the resolve to improve where possible and accept where necessary.

Spirituality – A quality in individuals whereby each recognizes and accepts the importance of nurturing one's inner spirit, that creative force that transcends the human and the material.

Thinking – A condition in individuals whereby each continually strives to improve personal skills for mental manipulation of sensory perceptions to form knowledge, thoughts, reason, and judgments.

Minnesota State Board of Education
Philosophy of Education

We Believe . . .

. . . Every person can learn.

. . . Learning is a lifelong process.

. . . Every person must understand and accept self before he or she can become a contributing member of society.

. . . Each person has gifts which the education program must seek, identify, and help to maximize.

. . . Advancement of the human race requires individuals who are honest, responsible, compassionate, cooperative, creative, and competent.

. . . The state and local communities have a shared responsibility to assist each person in learning.

. . . Each community has a shared responsibility with parents for meeting the needs of each child.

. . . The community and its school system must continually look to and strive to meet the future education needs of society.

. . . The education system must assist each person to become functional in an increasingly global and interdependent world.

. . . The education system must lead people to value and accept a wide diversity in human behaviors, sophistication, and values.

. . . The education system must maintain high standards for responsiveness, human equity, and system equity in the provision of educational opportunities.

. . . Decisions regarding planning, implementing, and maintaining learning opportunities must be vested as close to the individual learner as efficient use of public resources allow.

. . . School systems must implement programs that stress the intellectual development of each learner in concert with the spiritual, social, emotional, and physical development of the learner.

. . . School systems must model and nurture creativity in learners.

. . . School systems must maintain opportunities for all learners to develop competence in personally selected areas of human development.

. . . Professional educators have a responsibility to remain current with evolving knowledge about human growth and development, learning theory, and knowledge of subject matter.

. . . Professional educators and elected or appointed education policymakers have a responsibility to account to the public for the excellence of their efforts.

. . . Professional educators and elected or appointed education policymakers have a responsibility to use public resources prudently and efficiently.

. . . Staff employed in schools must model the behaviors they are assisting learners to develop.

Mission for Public Education

As adopted by the Minnesota Legislative Commission on Public Education and enacted into law, Chapter 240, Laws of 1985

The purpose of public education is to help individuals acquire knowledge, skills, and positive attitudes toward self and others that will enable them to solve problems, think creatively, continue learning, and develop maximum potential for leading productive, fulfilling lives in a complex and changing society.

Mission of the Minnesota State Board of Education

The Minnesota State Board of Education will provide the vision, advocacy, and leadership to improve significantly the quality of education throughout the state.

Mission of the Minnesota Department of Education

The Minnesota Department of Education provides leadership, service, and regulation to maintain and improve an equitable, uniform, and quality system of public education for all learners.

The Department provides leadership as an advocate for education by defining quality education and by seeking the resources necessary to meet the needs of all learners.

The Department provides service through informational and technical assistance that will improve the productivity and performance of students and staff, and provide opportunities for the development of the potential of all learners.

The Department regulates education by maintaining, interpreting, and enforcing Minnesota State Board of Education rules, and state and federal laws.

Minnesota State Board of Education

Learner Goals

Learner goals are a series of statements that describe the knowledge, skill, processes, values, and attitudes that a learner can expect to achieve as a result of active participation in K–12 public education. They are based on the presumed current and future intellectual, social, emotional, physical, and career/vocational needs of students and adults in contemporary society.

Each district shall use the learner goals contained below as the basis for defining program–level learner outcomes that are directly reflected in the district's course and program offerings.

A. To effectively participate in learning activities, each learner will:

1. master reading literacy to gather information and data, gain perspective and understanding, and as a leisure activity;

2. master writing to explain, describe, and express a point of view and feelings;

3. master listening to gather information and data and gain perspective and understanding;

4. master speaking to explain, describe, express a point of view and feelings, and to discuss an issue;

5. master numerical literacy to apply mathematical functions to life situations;

6. master the use of a variety of tools, including electronic technology, to enhance learning;

7. master viewing and observing to gather information and data, and gain perspective and understanding; and

8. apply skills in self–expression through visual and performing arts.

B. To provide a foundation for meaning in life, each learner will accumulate and apply knowledge and develop the understanding to:

1. participate in lifelong learning;

2. live within local, state, national, and world political and social structures;

3. examine personal beliefs and values and their relationship to behavior;

4. make ethical and moral decisions;

5. be a responsible citizen of the community, nation, and the world;

6. practice stewardship of the land, natural resources, and environment;

7. know the impact of human life on nature and the impact of natural phenomena on human life;

8. express self through artistic creation;

9. know career options and the general education requirements for each;

10. know world and national economic conditions to make informed decisions on consumer products, occupations and career needs, and use of resources;

11. select or prepare for a series of occupations that will personally satisfy and suit one's skills and interests;

12. manage personal affairs;

13. understand the physical world using systematic problem-solving strategies:

14. communicate and relate effectively in a language and about a culture other than one's own; and

15. know the importance of geographic location in the functioning of contemporary society.

C. To think, decide, resolve issues, and meet needs creatively, each learner will be able to:

1. compare, differentiate, and relate information and facts and apply knowledge;

2. combine various facts, situations, and theories to formulate new and original hypotheses or to develop new solutions;

3. critique and make judgments about materials, conditions, theories, and solutions;

4. generate and value creative alternatives; and

5. apply the concepts and processes of science.

D. To value, understand, and accept human interdependence, each learner will be able to:

1. seek interactions and feel comfortable with persons who are different in race, religion, social level, or personal attributes;

2. understand the basic interdependence of the biological and physical resources of the environment;

3. understand the interrelationships among complex organizations and agencies in modern society;

4. understand how the citizens of the United States are geographically and socially connected to people and places in other parts of the world.

E. To value, understand, and accept the diversity of humankind, each learner will be able to:

1. base actions and decisions on the knowledge that individuals differ in many ways;

2. base actions and decisions on the knowledge that values and behaviors differ from one social group to another;

3. base actions and decisions on the understanding that lifestyles and behaviors reflect the value system of the societies in which they were learned;

4. judge other's actions with an understanding of the personal and social context of that action;

5. accept that there is more than one way of being human;

6. base actions and decisions on the understanding that as individuals move from one society to another they can learn lifestyles and can learn to behave appropriately in different social contexts; and

7. act on the belief that human behavior is influenced by many factors and is best understood in terms of the context in which it occurred.

F. To address human problems through group effort, each learner will develop the knowledge, skills, values, and attitudes essential to:

1. act in accordance with a basic ethical framework incorporating the values that contribute to successful community life such as honesty, fairness, compassion, and integrity;

2. understand the importance of working in groups to achieve mutual goals; and

3. be able to provide leadership in resolving personal and societal issues.

G. Each learner will be able to effectively resolve conflicts with and among others by:

1. assuming responsibility to form productive and satisfying relationships with others based on respect, trust, cooperation, consideration, and caring for other persons;

2. acting on the belief that each individual has value as a human being and should be respected as a worthwhile person; and

3. resolving conflict in the manner most beneficial to society.

H. Each learner will be able to act on contemporary events and issues with a perspective of their historical origins:

1. understanding the origins, interrelationships, and effect of beliefs, values, and behavior patterns in world cultures;

2. understanding one's own culture and historical heritage through the literary, aesthetic, and scientific traditions of the past;

3. being familiar with the ideas that have inspired and influenced humankind; and

4. understanding the manner in which heritages and traditions of the past influence the direction and values of society.

I. Each learner will develop a positive attitude toward self, demonstrated through:

1. a feeling of positive self–worth, security, and self–assurance;

2. a willingness to live with one's strengths and weaknesses;

3. a basic understanding of one's own body, its systems and physiology, and a positive attitude toward one's own physical appearance;

4. understanding that efforts to develop a better self contribute to the development of a better society;

5. understanding that self–concept is acquired by interaction with other people; and

6. appropriate control or release of emotions.

J. To set and achieve personal goals, each learner will develop the ability to:

1. select appropriate personal learning goals;

2. make decisions about one's life;

3. plan, act, and organize to realize one's goals;

4. accept responsibility for personal decisions and actions;

5. work now for goals to be realized in the future; and

6. select viable alternatives for actions in changing circumstances.

K. To cope with change, each learner will develop the ability to:

1. initiate appropriate change while respecting existing structures and concepts;

2. tolerate ambiguity;

3. understand that coping with change is a lifelong process;

4. understand and accept the changing nature of work and the potential need to change careers several times;

5. use career information and counseling services to make informed and satisfying vocational choices; and

6. understand that all knowledge is tentative and that as new discoveries are made the knowledge base grows.

L. To lead a healthy and fulfilling life, each learner will:

1. assume responsibility for one's own physical and mental health and safety by establishing a daily regime of health behaviors that will maintain mental and physical health and motor fitness;

2. make informed decisions about health products and services;

3. make a lifestyle that promotes healthful family living;

4. understand public health measures and their effect on the individual, family, community, and environment; and

5. be able to enjoy play–skill activities that include understanding, cooperation, accepting rules, controlling emotions, following group process, and acquiring self–satisfaction.

M. To lead a productive life and actively contribute to the economic wellbeing of our society, each learner will develop the work readiness skills of:

1. applying the basic skills of communications, computation, and scientific principles to real–life situations in a technological society;

2. defining and interpreting the nature of the work force in terms of one's own challenges and opportunities;

3. leadership and citizenship necessary to succeed as an active agent in a changing work force;

4. understanding employment opportunities, job seeking and keeping, and specific work as they relate to transition from school to economic productivity;

5. developing pride in good work and expecting quality in products and services; and

6. adopting a positive attitude toward work, including the acceptance of the necessity of making a living and an appreciation of the value and dignity of work.

Chapter 2

International Education

CHAPTER 2

INTRODUCTION AND GOALS

Chapter Two

The Minnesota in the World and the World in Minnesota Program is an emerging movement to help all Minnesota citizens develop an international or global perspective. This local–global or "glocal" perspective includes local and regional minorities and protected classes.

DEFINITION

An international or global perspective means viewing the world and its people with understanding and concern. Understanding requires knowledge of, and respect for, differences and similarities of the world's people, the processes of development, and how goods, services, and ideas are exchanged. Concern necessitates assuming responsibility for the needs of all people and commitment to finding just and peaceful resolution to global issues. This understanding and concern must result in a cognitive and affective view of the world as it is, together with the understanding and desire to help sculpture it as it might be.

GOAL

The goal of international education is to ensure that by the year 2000 all Minnesota high school graduates will receive at least ten years of education that has been carefully integrated with a global perspective that includes social studies, language, language arts, music, art, and other appropriate subjects.

RATIONALE

The desired outcome of global education in Minnesota is to enable citizens in our democracy to participate more actively at local, state, national, and international levels. Education for this global perspective includes those forms of education or learning, formal and informal, which enhance the individual's ability to understand his/her condition in the community, state, nation, and world. It includes the study of nations, cultures, and civilizations with a focus on understanding how these are interconnected and how they change, and on the individual's responsibility in this change process. It must provide the individual with a realistic perspective on world issues, problems, and perspectives between the individual's enlightened self–interest and the concerns of people elsewhere in the world.

CRITERIA FOR BALANCE

The Alliance for Education in Global and International Studies (AEGIS), in a late 1988 draft statement of "Balanced, Non–Partisan Education . . .", outlined the following somewhat modified suggestions.

Global and international education organizations produce many different kinds of instructional resources—supplementary curriculum units, resource guides and packets, lesson plans, handbooks, reference manuals, audiovisual materials, and newsletters to provide background information for teachers and classroom materials for students.

In the conceptualization, development, and evaluation phases of the process, developers should, to ensure balance and intellectual fairness, consult groups that have a relevant interest in or perspective on the topic—teachers and other educators, specialists with different points of view, and representatives of cultural or other groups likely to be portrayed in the materials.

A. Content selected for study should:

1. Address international issues that are inherently important to the education of citizens in a democratic society, or that represent a means to achieving a broader educational goal;

2. Be academically rigorous, factually accurate, and appropriately comprehensive, neither omitting relevant information, oversimplifying arguments, nor misrepresenting viewpoints or positions;

3. Reflect the viewpoints of respected specialists and leaders in the field, including a range of viewpoints when there are different perspectives;

4. Draw on concepts from different humanistic, historical, and social science disciplines in analyzing cultures and events;

5. Be appropriate to the age, maturity, and intellectual capacities of the participants;

6. Show that contemporary issues and world cultures have been shaped by many historical, religious, political, economic, and geographic factors;

7. Develop an understanding of the nature of conflict, and of strategies for managing it constructively; and

8. Demonstrate the complex connections among world regions, events, and peoples.

B. In organizing the selected material for presentation, developers should include readings, exercises, and activities that:

1. Provide a balanced, non–partisan treatment of mainstream and alternative perspectives on controversial issues;

2. Help students to identify, compare, and evaluate a range of perspectives on a given issue;

3. Give practice in making rational, intelligent, and responsible decisions rather than providing direction in what to think;

4. Allow ample time and opportunity for students to identify, discuss, and defend their own positions;

5. Avoid generation of emotional responses on issues or preparation of resolutions or dogmatic pronouncements;

6. Draw upon primary source materials whenever possible, as well as cultural artifacts and a variety of instructional materials and other learning aids;

7. Provide practice in identifying bias, advocacy, and propaganda when they occur in instructional materials or in the educational setting; and

8. Encourage expression of feelings about controversial issues when emotions are evoked through films, speakers, or original source materials.

CONCEPTUAL FRAMEWORK

The Minnesota In the World . . . Task Force in 1986 not only defined an international perspective and developed a goal for the year 2000 but also identified six major themes for internationalizing the curriculum. These six themes and sub–themes on the following pages, will provide conceptual outlines for structuring the learning about any other country, culture, or region.

This current conceptual framework may be holistic, but unfortunately, each of the subcategories is not mutually exclusive. As educators like the exchange teachers work with the framework we are confident any modification will only improve it. When using the conceptual framework one is encouraged to insert the name of a country/region before each concept or theme. This conceptual framework does not, at present, offer advice on grade level placement. Ultimately, a good school program will identify lessons or units that are appropriately designed for the various grade levels.

For an example, all social studies textbooks published recently structure the primary grades (K–3) around family, homes, schools, neighborhoods, and communities. We would hope that elementary classroom activities focused on particular countries would be developed to introduce the students to other countries or regions, especially USSR, Japan, People's Republic of China, Latin America, Middle East, and Africa south of the Sahara.

The key to students learning about and understanding other countries is to ensure that instruction is **not** just in one course at one grade level but is appropriately integrated into social studies, language arts, music, math, science, art, and other appropriate subjects at multiple grade levels.

Chapter 3

International Education

MODEL LEARNER OUTCOMES

Chapter Three

This chapter identifies model learner outcomes which were designed to help your committee develop an integrated international educational perspective in all appropriate subject areas, including social studies, languages, language arts—communication, art, music, science, and math. These international learner outcomes which must be integrated into all appropriate subjects may be added to by the local committee.

These model learner outcomes are based on and support the integrated international education outcomes in Curriculum Rules 3500.1075 Program Level Learner Outcomes Subp. ll.E and correspond to one or more of the State Board of Education Learner Goals 3500.1060 which are found in Chapter 1.

The outcomes are also referenced to:

- the cognitive (knowing, applying, and integrating) and affective domains

- State Board Rule 3500.0560
    - * multicultural
    - * gender fair
    - * disability aware and

- State Board Rule 3500.1075 (subjects to be integrated)
    - * career and work readiness
    - * environmental issues
    - * family life and parenting
    - * information technology
    - * media
    - * youth services

CHAPTER THREE

The Progam Level Outcomes and Model Learner Outcomes that are found in this chapter are a series of statements that define the scope and breadth of study of international education. They represent the contribution that international education makes to support and attain the learner goals as defined in Curriculum Rule 3500.1060 and the program outcomes for international perspectives in Curriculum Rule 3500.1075.

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
	A. Understanding that diversity offers opportunities but poses potential conflict (diversity includes eastern and western views, rural and urban, developed and underdeveloped, high and low socio-economics as well as gender, race, ethnicity, and ability).		
	Students will demonstrate that they:		
B-14, C-2, D, E, G, H, K-6, L-3, L-5	1. understand, at one and the same time, a comprehension of diverse cultures, eastern and western, and of shared humanity.	Career and Work Readiness, Youth Services, Family Life and Parenting, Information Technology, Applying	
A-6, A-7, B-3, C-3, D-3, E, H-1, J-2, M-3	2. use resources to identify and under stand beliefs, values, cultures, environments, and political and economic systems, developed and developing different from their own.	Environmental, Youth Services, Family Life and Parenting, Media, Information Technology, Integrating, Disability Awareness	
E-3, H, K-6	3. understand basic principles of government as expressed or implied in the declarations, the constitutions, other major historical documents, and significant legislative, executive, and judicial decisions.	Media, Knowing	
D-5, E-3, G, H-2, H-3, K-6	4. understand how the European Enlightenment influenced the founders and framers in designing the major governmental structures of the United States and recognize the	Media, Applying	

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
	impact of major governmental structures and documents on political institutions of other nations.		
B-3, D-1, E, F, H, I-4, L	5. understand the universality of basic human needs and diverse ways, urban and rural,they are met.	Career and Work Readiness, Family Life and Parenting, Youth Services, Applying	
E, H, G, M-1	6. understand that people with different sets of values have different perspectives which may lead to conflict.	Career and Work Readiness, Family Life and Parenting, Information Technology, Youth Services, Applying	
C-2, E-2, H-1, M	7. have the ability to conktrst the historical role of women in the social, political, and economic systems of the United States and the world, e.g., government, work, family structure, education, income, and wealth distribution.	Career and Work Readiness, Family Life and Parenting, Youth Services, Integrating, Disability Awareness	
B-10, C-2, E, H, M-2	8. analyze the various codes of laws and traditions in other nations and assess their impact on social, political, and economic life.	Family Life and Parenting, Information Technology, Media, Youth Service, Integrating	
G, J-2	9. apply methods for analyzing, resolving, or containing conflicts.	Family Life and Parenting, Media, Youth Services, Integrating	
B-3, C-2, D-1, E-2, E-3, G, K, L, M-1	10. understand that differences and similarities in values and behavior are shaped by cultural ideologies, norms, heritages, physical and social environments, and personal life experiences, and that these may lead to conflict and opportunity.	Career and Work Readiness, Family Life and Parenting, Information Technology, Youth Services, Applying	
B-4, B-9, D-4, E, F-3, H-4, J, K-3, L-3, L-5, M-1	11. understand that knowledge of other ways of life expand one's own choices and may provide enrichment.	Career and Work Readiness, Environmental, Family Life and Parenting, Information Technology, Media, Youth Services,	

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
		Integrating, Disability Awareness	
D-1, E, J	12. understand that to be different is neither to be better nor to be worse.	Career and Work Readiness, Youth Services, Integrating Disability Awareness	
A-8, C-1, E-4, H, M-1	13. understand and appreciate the historical, cultural, and social contexts in which the variety of visual and performing arts present in our global society have been produced.	Information Technology, Media, Youth Services, Integrating	
A-8, C-2, E-4, H, M-1	14. develop an appreciation of the diverse cultures in understanding artistic expression.	Information Technology, Media, Youth Services, Integrating	
B-13, D-1, H	15. understand that examining a culture's artifacts is a universal means of investigating, recording, and celebrating significant developments within that culture.	Information Technology, Media, Youth Services, Applying	
A-8, B-8, B-14, C-3, D-1, E-6, H, M-1	16. participate in and evaluate encounters with artistic espressions and cultural activities of cultural, racial, and ethnic groups other than their own.	Information Technology, Media Youth Services, Integrating	
B-8, B-14, E-3, H	17. can act out folk tales or stories from other cultures.	Integrating	
A-8, C-3, E-3, H	18. compare theatrical contributions of bothWestern and Eastern cultures.	Information Technology, Youth Services, Integrating	
A-1, A-3	19. analyze drama for its political or cultural ideology.	Media, Integrating	
A-6, A-7, B-14, C-3, E-3, H	20. can compare television programs from around the world.	Information Technology, Media, Youth Services, Integrating	
A-3, A-7, C-3, E-3, H	21. compare representations of values and cultural identity in films from various cultures.	Information Technology, Media, Integrating	

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
A-3, A-7,B-14, C-3, E-3, H	22. compare freedom of expression in drama across cultures.	Media, Youth Services, Integrating	
A-1, B-14, C-1, D-1, E-2, H	23. Understand, appreciate, and evaluate the literary contributions of the many diverse cultures in our global society through the study of drama, poetry, and other literary works from a broad spectrum of countries, recognizing that literature is a map of where humanity has been, is and where it is.	Media, Youth Services, Integrating	
A-1, B-14, E-2, H	24. compare poems, short stories, novels, and essays from global literatures with regard to particular issues and values.	Media, Youth Services, Integrating	
A-1, E-2, H-2	25. understand the impact of historical and cultural context on literature of various cultures.	Family Life and Parenting, Media, Youth Services, Applying	
B-3, B-14, D-1, E-3, H-2, M-1	26. reflect on and connect the literatures of other cultures to self through feelings and emotions.	Media, Youth Services, Integrating	
A-2, B-14, D-1	27. communicate for various culture audiences.	Career and Work Readiness, Media, Youth Services, Integrating	
B-14	28. understand the role of myth, symbol, metaphor in various cultures.	Youth Services, Integrating	
A-7, B-14, C-1, D-1, E	29. analyze the impact of culture on speeches from speakers from various cultures (e.g., figures of speech, organizational pattern, nonverbal behaviors).	Media, Youth Services, Integrating	
B-3, B-4, C-1, D-3, F-2, I-4, J-4	30. have and use the ability to distinguish and evaluate between individual motives and group requirements.	Youth Services, Integrating	

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
	B. Understanding the world as a series of emerging interdependent systems and that no one nation can successfully deal with contemporary world problems. Students will demonstrate that they:		
B-6, B-7, C-3, D-2, G-3, I-4, K-3, L-3	1. understand the delicate balance that exists between the life support system of the planet and evaluate the human activities which occur within it.	Career and Work Readiness, Environmental, Media, Youth Services, Integrating	
C-2, D-3, K-6	2. understand what an interdependent system is, how it operates, and how to improve it.	Environmental, Family Life and Parenting, Information Technology, Youth Services, Integrating	
C-3, F	3. understand that one can view the world as being composed of several interrelated systems.	Environmental, Family Life and Parenting, Information Technology, Media, Applying	
B-10, C-3, D-5, E-4, M-3	4. understand and evaluate how production, consumption, and taxing decisions in one country are affected by conditions in other countries including purposes and results of trade restrictions and trade promotions.	Career and Work Readiness, Environmental, Information Technology, Media, Integrating	
B-10, C-3, M-3	5. understand and evaluate the contribution of transportation and communication to economic interdependence.	Career and Work Readiness, Environmental, Information Technology, Media, Youth Services, Integrating	
B-10, C-3, D-3, M-3	6. understand and evaluate the realities of international trade.	Environmental, Youth Services, Information Technology, Media, Integrating	
B-6, B-10, C-3, D-2, J-4, M-3	7. assess and evaluate the individual and social impact of economic de-	Career and Work Readiness, Family	

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
	velopment on the global environment	Life and Parenting, Information Technology, Media, Youth Services, Integrating	
B-10, C-1, D-5, M-3	8. can compare and evaluate the political, economic, and social changes in the United States with those of other western societies and eastern societies caused by the idealogical, industrial, and technological revolutions.	Career and Work Readiness, Family Life and Parenting, Information Technology, Media Youth Services, Integrating	
B-5, C-3, M-3	9. understand and evaluate the influence of competition and multinational business.	Career and Work Readiness, Information Technology, Media, Youth Services, Integrating	
C-3, E-3, K-3	10. understand and evaluate the dynamics of rebellions and revolutions andthe impact of natural disasters on changing structures and functions of political and economic systems.	Career and Work Readiness, Environmental, Media, Youth Services, Integrating	
C-3, D-3, E-2, F-2	11. understand and evaluate the role and functions of international and regional organizations in the modern world.	Environmental, Media, Information Technology, Integrating	
B-5, C-2, E-5, F-2, G-1, I-4, J-4, L-5, M-3	12. understand and evaluate the international involvement of one's community, state and nation, in economic, political, military, cultural, and ecological activities and the consequesnces of these to the quality of their own lives.	Career and Work Readiness, Environmental, Media, Family Life and Parenting, Youth Services, Integrating	
C-3, D-3, E-2, M-1	13. analyze and evaluate how global interrelationships are influenced by private individual organizations.	Career and Work Readiness, Environmental, Youth Services, Integrating	
B-5, B-6, D-2, E-4, G, J-2, K-3, M-3	14. understand and evaluate that actions and inaction, both collective and individual, often lead to consequences which can enhance or endanger life in other countries and on this planet.	Career and Work Readiness, Environmental, Information Technology, Youth Services, Integrating	

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
	C. Understanding emerging global trends and that there are alternatives and difficult decisions for the future Students will demonstrate that they:		
A-7, B-5, D, E, F, G, J-1, K-1, M	1. have developed an ability to use concepts and methods from social sciences and other disciplines; to snalyze snd evaluate present world conditions and emerging trends to determine their impact upon one's self and one's global community.	Environmental, Media, Family Life and Parenting, Information Technology, Youth Service, Integrating	
B-13, D, H, J-5, K, M-3	2. understand and evaluate emerging trends which forecast different kinds of futures with options each would require.	Career and Work Readiness, Environmental, Family Life and Parenting, Youth Services, Information Technology, Integrating	
B-6, D, H, I-4, J-4, K, M-1, M-3	3. develop, use, and evaluate the intended and unintended impact (short and long range) of present world conditions and emerging trends on other people and their reactions to these changes.	Environmental, Media, Family Life and Parenting, Information Technology, Youth Services, Integrating	
B-4, D-1, E-2- E-3, F-2, G, I-4, J-4, K-6, L-5	4. understand and evaluate relevant individual and group values for the future.	Career and Work Readiness, Environmental, Information Technology, Family Life and Parenting, Youth Services, Integrating	
D-2, E, H-3	5. understand and evaluate the interrelatedness of such topics as technological growth, environmental stability, economic expansion, experiencing justice, and human-rights issues.	Environmental, Information Technology, Family Life and Parenting, Media, Youth Services, Integrating	
B-3, B-4, E-3, E-4, G, K-6, M-3, M-6	6. understand that human choice in determining the future is based on possibility, probability, and preferability.	Career and Work Readiness, Family Life and Parenting, Youth Ser-	

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
		vices, Information Technology, Applying	
B-3, B-14, D-1, E-1, F-3, H-1	7. understand and evaluate cultural differences and similarities within one's classroom and community.	Family Life and Parenting, Information Technology, Youth Services, Integrating	
B-6, B-7, D-2, F-3, G, J, M	8. understand and evaluate one's individual impact on the earth and accept responsi-bility for that impact.	Environmental, Youth Services, Family Life and Parenting, Media, Information Technology, Integrating	

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
	D. Understanding prevailing world conditions (developing and under-developed nations) and the differing cultural and global options. Students will demonstrate that they:		
B-3, C-1, D-1, D-5, E-3, H, J-4, K-1	1. understand and evaluate the significance of the past to their own lives, both private and public, and to their society.	Career and Work Readiness, Family Life and Parenting, Information Technology, Youth Services, Integrating	
B-4, C-3, E, F-2, I-4, L, M	2. distinguish between the important and the inconsequential, develop the "discriminating memory" needed for a discerning judgment in worldwide public and personal life.	Career and Work Readiness, Family Life and Parenting,, Media, Youth Services, Integrating	
C-1, D-3, K-6, M-3	3. understand and evaluate the significance of the major social, economic, and political events, and trends shaping worldwide experiences.	Family Life and Parenting, Information Technology, Media, Youth Services, Integrating	
A-7, C-1, K-6, M-1, M-3	4. understand and evaluate the impacts of urbanization, industrialization and emerging technology on a nation's and the global environment, as well as on its social, political, and economic institutions including the effects of labor movements, economic justice, and professional associations.	Career and Work Readiness, Environmenta, Media, Information Technology, Youth Services, Integrating	
C-3, D, E, H	5. perceive past global events and issues as they were experienced by people at the time, to develop historical empathy as opposed to present-mindedness.	Family Life and Parenting, Media, Youth Services, Integrating	
E-4, I-4, K-1	6. recognize the importance of individuals worldwide who have made a difference in history, and the significance of personal character for both good and ill.	Career and Work Readiness, Youth Services, Integrating	
H, J-2	7. appreciate the force of subjective ethnocentric experience and know-	Youth Services, Integrating	

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
	ledge, including the spiritual and nonrational, in worldwide history and human affairs.		
B-6, C-1, D-2, M-3	8. understand and evaluate prevailing world conditions; perceiving that the supply of the world's most critical natural regources may be unequally distributed, finite, or economically unavailable.	Environmental, Information Technology, Youth Services, Integrating	
B-13, C-2, M-1	9. can examine/analyze and evaluate world issues through the critical processes of scientific inquiry.	Environmental, Media, Information Technology, Youth Services, Integrating	
C-3, D, E, G, J-5, K-6, L-3	10. understand and evaluate that choices and alternative actions in dealing with diversity, change, conflict, and resources, will influence the future	Career and Work Readiness, Family Life and Parenting, Information Technology, Media, Youth Services, Integrating	
C-3, D-3, E, F-2, L-5	11. understand and evaluate that progress is being made in transnational decision making by organizations and groups	Media, Youth Services, Integrating	
B-10, D, E, J-4, K-1, L-3, M-1, M-3	12. anticipate individual, local, national, and global consequences of actions as well as being willing to live with and evaluate the consequences.	Career and Work Readiness, Environmental, Information Technology, Family Life and Parenting, Integrating	
A-8, B-8, C-3, E	13. inquire into and evaluate the nature of the human process of perceiving and ascribing beauty through aesthetic expressions that are meaningful and satisfying to diverse individuals who share a similar cultural experience.	Family Life and Parenting, Information Technology, Media, Youth Services, Integrating	
C-2, E	14. become cognizant of the commonality of the human experience through the study of the arts and literature, which provides the vicarious experiences that encourage the development of empathy with people from a variety of cultures.	Family Life and Parenting, Youth Services, Integrating	

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
A-1, A-4, B-14, E, L-3, M	15. develop facility in both written and spoken multiple languages, realizing language carries people's attitudinal messages and thus assumes a great humanizing, empathizing, and predicting role.	Career and Work Readiness, Media, Integrating	
B-14, D-1, E	16. understand that myths, symbols, metaphors, translations, and other forms of expression are all culture-oriented, and express the process by which human beings make sense of their world.	Information Technology, Media, Youth Services, Integrating	
A-1, C-1, E, J-1	17. can compare magazines and media from around the world.	Information Technology, Media, Integrating	
A-1, C-1, E, H, J-1	18. can compare newspaper and other media coverage from different cultures.	Information Technology, Media, Youth Services, Integrating	
A-1, J-1	19. examine the origins and role of media around the world.	Information Technology, Media, Integrating	
A-1, C-3, H, J-1	20. analyze role of media in various cultures and its freedom or restriction.	Information Technology, Media, Youth Services, Integrating	
A-1, C-3, J-1	21. analyze world wide political cartoons and satire.	Media, Integrating	
C-3, H-1, J-1	22. analyze dissemination of information in various cultures.	Information Technology, Media, Youth Services, Integrating	
A-6, M-1	23. use world communications technology.	Career and Work Readiness, Information Technology, Family Life and Parenting, Media, Applying	

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
C-2, C-5, D-2, J-6	24. understand that science(natural and social) is a basic human enterprise used to understand the world, and that responsible scientific communication across national boundaries may benefit the global/ international society (evaluate when scientific communication across national boundaries harms the global international society - e.g., experimental drugs, weapons).	Information Technology, Youth Services, Integrating	
H, K-3, K-6, M-3	25. develop the ability to discern the limits of historical patterns and the capacity to recognize the limits of change.	Information Technology, Integrating	
C-3, D-3, F-2, M-3	26. understand and evaluate the power of industrialization and the dynamics of large-scale organizations	Youth, Services, Integrating	
C-3, J-3, L-5	27. develop the capacity to trace and evaluate the flow of influence	Youth Services, Integrating	
C-2, D-5, E-3, H	28. develop the ability to differentiate between the historical trends that are repeated in the present and current dynamics that cut off the flow of the past and give rise to historical breakpoints.	Family Life and Parenting, Integrating	

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
	E. Developing effective working relationships including interpersonal and international relations. Students will demonstrate that they:		
B-3, B-4, B-9, C-3, D, E, F, G, I, K-3, L, M	1. have an increasing understanding of self, including recognizing strengths and compensating for weaknesses.	Integrating, Career and Work Readiness, Environmental, Youth Services, Family Life and Parenting, Media	
A-7, C-1, J-1, M-1	2. use and evaluate appropriate skills of observation, perspective taking, reasoning, and decision making.	Career and Work Readiness, Media, Family Life and Parenting, Youth Services, Information Technology, Integrating	
B-4, B-5, D, E, F-1, L-3, M-4	3. develop an ability to empathize, recognizing other's needs, feelings, and interests.	Career and Work Readiness, Family Life and Parenting, Youth Services, Integrating	
B-7, C-3, D, E, F, L, M	4. identify how one's basic needs and concerns are common to humanity.	Career and Work Readiness, Environmental, Family Life and Parenting, Youth Services, Integrating	
D, E-5, E-7, G, J-5, L-5, M-3	5. understand that basic concerns and complex global problems require cooperation to achieve their solution.	Career and Work Readiness, Enviornmental, Family Life and Parenting, Media, Information Technology, Youth Services, Integrating	
C-2, D-1, D-3, E-4, G-1, G-3, K-3, L-5	6. understand that tensions, ambiguities, and differences in the world community influence effective collective efforts.	Youth Services, Applying	
B-14, E-4, G-1, J-1, K-2, M-1	7. cultivate receptivity to new ideas and develop the skills of communi-	Career and Work Readiness, Media,	

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
	cation necessary for positive working relationships.	Family Life and Parenting, Youth Services, Integrating	
B-3, B-14, C-1, D, E, H-1, J-4, L-5, M-1	8. use and evaluate the skills and attitudes necessary for effective communication and cooperation with people from cultures other than their own who speak languages different from their own, both at home and abroad.	Career and Work Readiness, Information Technology, Media, Youth Services, Integrating	
B-3, D, E-1, G-1, H-4	9. take into account the point of view of a person from another culture when communicating (interpersonal communication)	Career and Work Readiness, Information Technology, Youth Services, Integrating	
B-14, C-2, D-1, D-3, E-2, E-4, I-4, J, M-3	10. respond appropriately to the difference within and among different cultures or societies.	Career and Work Readiness, Family Life and Parenting, Integrating, Information Technology, Youth Services	
D, G-2, H-4	11. paraphrase the point of view of a person from another culture.	Family Life and Parenting, Media, Youth Services, Integrating	
B-14, C-3, D-1, D-3, D-5, E	12. understand, evaluate, and appreciate histories and cultures of people from various regions of the world, along with the ability to communicate in more than one language.	Media, Youth Services, Integrating	
B-14, C-1, D, E, F-2	13. understand the relationships that exist among language families in our global society	Media, Youth Services, Integrating	
B-3, D, E-3, E-6, H-2, I-4, K-6, L-5, M-1, M-3	14. develop the verbal and nonverbal etiquette that exists in each culture, recognizing that every language and cultural group has a unique set of "rules" governing such behavior.	Career and Work Readiness, Environmental, Youth Services, Family Life and Parenting, Integrating, Information Technology, Media	

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
C-1, D, E-5, F-2, H-4, J-2, L	15. develop the ability to see, understand, and evaluate behavior as springing from the requirements and common expectations of roles as well as idiosyncrasies and impulses of individuals.	Career and Work Readiness, Integrating	
C-3, G, J-4, K-6, L-3	16. develop the ability to discern, assess, and evaluate unintended consequences.	Career and Work Readiness, Environmental, Youth Services, Integrating	
C-3	17. develop the ability to separate the political from the legal perspectives.	Information Technology, Youth Services, Integrating	
C-3, G, J-4, L-5	18. understand and evaluate the nature of cooperation and competition, and the consequences of each.	Career and Work Readiness, Integrating	

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
	F. Understanding the nature and process of change and that change is a permanent part of history. Students will demonstrate that they:		
B-4, C-1, D, E, H-4, I-4, J-6, K, L-1, M	1. understand and evaluate how things happen and how things change, how human intentions matter, but also how their consequences are shaped by the means of carrying them out, in a tangle of purpose and process.	Career and Work Readiness,, Family Life and Parenting, Information Technology, Media, Youth Services, Integrating	
C-1, D-1, D-5, E-5, K	2. comprehend and evaluate the interplay of change and continuity, and avoid assuming that either is somehow more natural, or more to be expected, than the other.	Information Technology, Integrating	
E-7, G-3, J-2, K-3, M-3	3. are prepared to live with uncertainties, realizing that not all issues can be resolved at a given time.	Environmental, Integrating	
C-1, D-5, E, H-3, K-1, K-6	4. understand and evaluate the complexity of historical causation, respect particularity, and avoid excessively abstract generalizations.	Family Life and Parenting, Youth Services, Integrating	
D, E-2, E-3, H, J-4, K-1, K-6	5. understand and evaluate the often tentative nature of judgments about the past, thereby avoiding the temptation to seize upon particular "lessons" of history as cures for present ills.	Family Life and Parenting, Media Youth Services, Integrating	
B-15, C-2, F-2, J, K, M-3	6. understand how natural change comes about, and the roles of individuals and groups in the causes and consequences of change.	Career and Work Readiness, Enviornmental, Youth Services, Family Life and Parenting, Integrating, Information Technology	
D, E-4, H-4, J-4, J-6, K, M-3	7. understand different ways of dealing with change, remembering that people change when they see the need to change, they know how to change, they are involved actively in the change process, they are secure in changing, and they are encouraged and supported in changing.	Career and Work Readiness, Family Life and Parenting, Information Technology, Youth Services, Integrating	

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
B-14, D-1, D-3, E, H, K, L-3	8. understand that there are different values and different attitudes toward change and that the ability to communicate directly with people in their own language has advantages.	Information Technology, Media, Youth Services, Integrating	
B-7, C-1, D, H, K, M-1	9. identify forces that can cause social, political, economic, technological, environ-mental, and philosophical changes.	Environmental, Information Technology, Family Life and Parenting, Media, Youth Services, Applying	
C-1, D-1, E, K	10. understand and evaluate how cultural dissemination can lead to change.	Family Life and Parenting, Youth Services, Information Technology, Integrating	
C-1, D-1, D-3, E-1, E-2, F, J-4, K, M-3	11. identify and evaluate how individuals and groups bring about or resist change.	Career and Work Readiness, Integrating, Environmental, Information Technology	
C-1, D-5, J-6, K, L-5, M-3	12. identify, understand, and evaluate the consequences of change.	Environmental, Information Technology, Youth Services, Integrating	
A-6, C-2, E-7, K-4, M-1	13. understand both the advantages and disadvantages that technological advancement may bring to a culture and across cultures.	Family Life and Parenting, Media, Information Technology, Youth Services, Applying	
B-6, B-7, D, E, F, H, K-6	14. understand and evaluate the international responsibility of the global/international community (haves and haves not) in maintaining, protecting, and improving the justice, general welfare, and environment of humankind.	Environmental, Information Technology, Youth Services, Integrating	

Chapter 4

International Education

INFUSING GLOBAL PERSPECTIVES INTO CURRICULUM

Chapter Four

INFUSING GLOBAL PERSPECTIVES INTO THE CURRICULUM

After reflecting upon the rationale, themes, and goals, and identifying global perspectives already present in a curriculum, the next step is to consider additional perspectives, topical, issues, or perhaps even alternative themes that express an approach to global education.

Global education is not just "one more thing" to add to an already overburdened curriculum. Global education is an attitude toward the world about which we seek to develop better understandings and concern.

The list which follows provides one collection of examples of how global perspectives can be infused at every grade level and in every subject area. We suggest four basic approaches through which infusion can be facilitated. They include direct content, indirect content, applied content, and teacher modeling.

Direct Content – The first approach to infusion is to identify appropriate global topics around which to build separate units or lesson plans within the existing curriculum. For topics not originally considered as having global dimensions, new curriculum development can be pursued. Here, the content itself is related to one of the global education themes, or is augmented to have a global dimension. Most of the suggested activities on the following pages are in this category.

Indirect Content – This approach involves identifying other ways in which global perspectives can be added to already existing units and lessons, whether or not they deal with a globally related topic. Primarily, this involves using examples of a global nature. Examples: When studying percentages in math, a possible problem could be: "If 2 percent of the ozone layer is presently depleted, and it deteriorates at .05 percent in a year, what will be the percentage loss by 1999?"

When creating story problems in math, use names from other cultures: "Mai Li had ten rice bowls; she sold three; how many did she have left?" When giving a writing assignment in language arts, have students write about their experiences visiting another culture, meeting people from another culture, doing something to help the environment.

Applied Content – A third approach to infusion involves applying the basic goals and processes of global education in the classroom itself, outside the context of global education content. For example, using conflict resolution strategies to settle classroom disputes, using negotiation and consensus to decide issues, appreciating the differences among the cultures represented in the class, keeping the classroom environment free from pollution (e.g., placing waste paper in the trash container).

Modeling – The fourth way in which to apply infusion involves teacher modeling of appropriate values, attitudes, and behaviors. This can involve recognizing the worth and dignity of everyone and treating them with respect, acting in responsbile ways toward the environment and acting in other ways as a responsible global citizen.

Examples of Direct Content

As global perspectives come to pervade instruction, additional ideas will be developed. But for the present, we offer these examples of content which can be used as topics within the present curricular framework, and as possible themes or unit topics when there has been sufficient time for more comprehensive curriculum planning. How these topics are actually used is up to the individual teacher. There are many different possibilities and specific expressions of each one.

There are dozens of topics in addition to the ones we have listed here. This list is not intended to be comprehensive, merely suggestive in terms of the possibilities. These can be looked upon as **idea generators**.

DEVELOPING GLOBAL PERSPECTIVES IN THE ELEMENTARY GRADES

One way for elementary students to experience international education would be to integrate global content in the grades one through six social studies program. Traditionally, we study families, schools, and homes in first grade; neighborhoods in second grade; communities in third grade; regions in fourth grade; the nation's history in fifth grade; and states and the world in sixth grade. In each grade level, the students would compare and contrast other parts of the world with the United States, especially Minnesota.

We hope this interdisciplinary study will help students experience exciting learning using concepts and skills from history, social sciences, language arts, music, art, language, and other appropriate disciplines to learn more about their family roots and how their ancestors culture impacted on and was impacted by the American experiences and how these experiences compare with other countries, including the Soviet Union, China, Japan, the Middle East, Latin America, and southern Africa.

For example, **in first grade**, students would experience stories and study pictures to answer questions like:

A Child's Place in Time and Space

What is a family? (rural and urban, upper and lower socioeconomic, and past, present, and future)
What are homes like? Why?
Where and how do families live?
What work is performed by members?
What are families' needs and wants?
What are some of the roles members play, including male and female and generational roles?
What are some of the rules families have? Who and how are these rules made and

enforced, and what are some forms of punishment? What kinds of conflicts do families have?
What are some ways the families have changed over time?
How do members of families learn? From whom?
What do family members do for fun?
What do family members do for each other?
To what kind of groups do families belong? (religious, political, social)
Who are some of the heroes or important people and events to be identified?

Major focus will be on the cultural universals of food, shelter, clothing, water, love, and self–esteem. A major function of the family and school is to nurture, support, and be supported. "How do I behave in groups?" "What are my responsibilities?" "How do others behave in groups?" "Why are groups formed?" "What are the groups in my community?" "What about groups in other parts of the world?" Skills to be introduced or extended include: cooperation and problem solving, including hypothesizing and predicting. Students also can begin to develop such location skills as using directions and interpreting a legend or key. They also can begin to identify and acquire information and data necessary for understanding a complex issue. These are a few questions that can be used to guide an investigation of their own environment and other places near and far and past and present.

In the **second grade**, the students revisit the families and homes and now investigate how groups of families form neighborhoods that interact with each other. Appropriate questions would include:

People Who Make a Difference
What is a neighborhood? How did our neighborhood begin?
Why do people frequently live in neighborhoods?
What foods are consumed? Where do the foods come from and how are they processed?
How can we map a neighborhood? What needs to be placed on the map?
What kinds of movement can one find in a neighborhood (people, machines, water, electricity, etc.)?
How do neighbors help and interact with each other? Look for daily and weekly routines.
What kinds of conflict do neighbors have? What kinds of rules do neighbors have? How has the neighborhood changed over time? Which buildings were there first? How might it change in the future? What services are provided? What services are needed? What kind of work is performed in neighborhoods? What kind of play can one find?

Valuing skills should be introduced if they have not been previously. Map skills may now include reading from flat wall maps, determining direction and distance by using scale, and relating location of neighborhood to state, nation, and world.

In the **third grade**, many of the former questions are asked about the communities people form and how they change or continue. The major focus of the third grade urriculum is to extend the family, home, school, and neighborhoods into the community and relate to various types of communities around the world in which people live and

work. The diversity of types of communities found throughout the world provides content for developing and extending individual interests, exploring many occupations, and understanding the values and value systems. Many opportunities for developing maps, communication skills, organizing and using different types of information, inquiry, intercommunication using interaction, and many other related skills. Such a checklist might include:

I can understand how to read legends on maps. I listen to and respond to other children's ideas. I complete my tasks and encourage others when working on a committee. I know how to help and be a chairperson of a committee. I know how to conduct an interview.

In the **fourth grade**, these same questions will teach students to study their region and compare it with other regions of the world. In discussing states and regions in grade four, the concept of state can be treated as a universal. What constitutes a "state" regardless of where on earth it occurs? What are the reasons for having states? How are boundaries determined? What problems could arise if boundaries are determined many hundreds of miles from the land itself and by people not of the land? When/where has this been a problem in U.S. history? Does it remain a problem anywhere in the U.S. today? Do other countries have different names for the concept of "state"?

Students could study "sister states" in developing countries and look at why governments, economies, values, culture, and lifestyles are as they are. States at similar latitudes in the southern hemisphere could be examined for similarities and differences, always looking at the causes of the differences and similarities.

The concept of region can be treated similarly. What constitutes a region? Are their regions on other continents that share properties of the Pacific Northwest, the Great Plains, the Southwest, the Northeast? Why is there sometimes friction among regions? Choosing a region in a part of the world that is either very similar or very dissimilar to that in which the student lives, he or she can use the six social sciences to structure a study of why this region is similar or dissimilar. How are the problems or successes of the region related to the interactions of geography, economy, history, anthropology, sociology, and psychology? Having students conduct this study and report their findings as if they were a citizen of this region is often effective in reducing students' ethnocentrism toward the region.

At **grade five**, most social studies textbooks deal with the concept of nation formation. An inquiry sequence in a study of nation would closely parallel the process outlined for state and region. What constitutes a nation? Compare another nation's history with U.S. history. Is it different from what existed before nationhood? In what ways are nations "born"? What happens to the old nation when a new one takes its place, i.e., the Sioux nation, the Ibo nation, the nation of Rhodesia? What are the significant differences between a colony and a nation? How does the colonization of the U.S. compare to that of other parts of the world? What is revolution? How and why did revolution happen in the U.S. and where, how and why is revolution happening today? Why do most revolutions today occur in the developing world? How does a nation choose one government? What choices are available? Who in the country chooses? What kind

of governments are today's "new" nations choosing and for what reasons are they doing so? Do governments always work the way they are "supposed to" and do they work equally for all people governed by them?

What is civil war? How and why did it happen in the history of this country and where, why, and how is it happening today? How are the civil wars of today similar to and different from those of the past and what roles do the super powers play? For what reasons are these roles played? What are the effects of the roles of the super powers? What has been the outcome of selected civil wars?

Essentially, with every area of study, look for parallels in other parts of the world and look for them in both the past and in the present. Additionally, while studying U.S. history, encourage students to begin to look at history "horizontally"—to learn the prevailing world conditions and significant world events concurrently with those they are studying. Such knowledge provides a global context in which to place what is learned and essential to the acquisition of a global perspective.

At **grade six**, the traditional curriculum, at long last, permits the students to study the interdependent **world** in which they have been living, but learning little of, for years. The "old world," especially that which provided immigrants for Minnesota, including Sweden, could be used early in this year. Development education also "fits" conveniently here but most effectively if the groundwork for it is laid in the preceding grades. A development integration in grades one through five teaches the commonality of concepts and the commonality of their application. The "world" has been taught in **self and family, school, neighborhood and community, states/regions, and nation** as children were learning about themselves. To teach of the world without this understanding is to teach of a "world apart"—physically, intellectually, and emotionally.

The sixth-grade teacher receiving students without the benefit of five years of development orientation will have to work harder to counter the "world apart" orientation—to help students understand the myriad of linkages in the past, the dynamic of those in the present, and the consequences of the projected proliferation of future connections. The content proposed in the following section is meant to provide a development education "base" which must be first built to ensure the fairness and honesty of the study of **world** that will be constructed upon it. Without this base, the textbook will undoubtedly reinforce stereotypes and distorted images of the developing world.

Essentially, the introductory study poses two questions and intends to instill in students one belief. The questions: "What is the state of the world?" and "How is it that the world arrived at its present state?" The belief: The world came to its present state as a consequence of human actions. So can it be changed as a consequence of human actions?

Such a study would begin by asking students what it is that they know about the world. Answers are recorded in writing for all to see. Working in small groups, ask students to classify this information. Groups will report their categories to the class. Do some

categories concern them more than others? Why? There is likely to be a category of "problems." Generate a list of these and focus a discussion on what they perceive to be the causes of these problems, emphasizing those that relate to development and including those that result from possibly "too much" development. Record them and pursue a secondary line of questioning that asks students to look for the "causes behind the causes." For example, if hunger is a problem and drought is a cause, ask if anything other than lack of rain can cause or contribute to the severity of the drought. Students, at this stage, will not be able to understand many of the "causes behind the causes." Encourage them, however, to keep this question foremost in their minds as the study continues.

In discussing the problems, ask students to identify the geographic areas that they associate with the problems. Locate these areas on a world map and ask students to comment about the distribution. The concentration will undoubtedly be in the South. Ask why they think this is so. List the words that are used to refer to this part of the world. In looking at the terms, what generalizations can be made about them? Nearly all are negative, comparative, suggest a we/they separation, imply inferiority, etc. Does this observation bring to your mind any questions? In addition to those questions posed by the students, the teacher might ask: From where do you think these terms originated? Is this the way the developing world refers to itself? How might you feel being described in such a way if you were from the developing world? Do these words portray an accurate image? What does being "developed" mean anyway and what is development? Once developed, does the process halt or does it progress to an "overdeveloped" state? What are the problems related to this condition?

These are but a few ideas of how to link other countries to the experiences of Minnesota's elementary students. The teacher may use these questions to help students learn about the countries of their own ancestors. Obviously, these studies integrate the use of language arts, reading, writing, thinking about literature, art, music, history and economics, geography, sociology, psychology, political science, and anthropology.

SECONDARY LEVEL SUBJECT AREAS

Much of this next section was taken from an Iowa Department of Education document.

Agricultural Science, Technology, and Marketing

The global farm commodities economy
International marketing
Farming methods in other cultures
Conservation and tillage in different cultures
The long–term local and global effects of the uses of fertilizers, insecticides, and herbicides
Energy–intensive farming in the U.S. vs. natural, low–tech farming in other cultures
Disappearing and depleted soil
The effects of possible global climate changes on agriculture
The Green Revolution and the world's food supply
Food and politics

The industrialization of food production and its effects on the safety and quality of what we eat.

Art

The field of art involves both appreciation and creation. Students can be given examples of art representing creativity in other cultures and historical periods, and can be given assignments to create works of art imitating those done in various cultures and periods.

The process of creative problem–solving and its universality
Murals and other artistic forms of visual storytelling, with global themes
Fashion and costume (and jewelry) design, emulating those arts in other cultures
Photography, cinematography and television around the world
Art and career education; comparison of careers in various cultures
Creating pictures or models of the world: people, objects, symbols from different countries, any scenes from other cultures, drawing maps of the world
Advertising art from different countries
Art and artists from different historical periods
Art to glorify a religion, political leader or ideology
Folk art from different cultures, primitive art, iconic art
The history of art around the world
Symbols around the world (icons, logos, flags, heraldry, insignia) architecture and culture
Earth art, environmental art

Acquire an appreciation and understanding of the historical, cultural, and social contexts in which the variety of visual and performing arts present in our global society have been produced.

Develop an understanding and appreciation of the creative process that stimulates the human spirit and serves as a link between past, present, and future, through the study of art media from other cultures.

Understand that examining a culture's artifacts is a universal means of investigating, recording, and celebrating significant developments within that culture.

Inquire into the nature of the human process of perceiving and ascribing beauty through aesthetic expressions that are meaningful and satisfying to individuals who share a similar cultural experience.

Participate in encounters with artistic expressions and cultural activities of cultural, racial, and ethnic groups other than their own.

Business (personal economics, typing, office practice, computer use) –
Currency and coins from other cultures, the currency exchange system
Products from around the world
Occupations and income around the world
Personal economics in other cultures

World trends and occupational outlooks

Drama
The dramatic arts have their origins far back historically and culturally. Our traditions have deep roots which can be explored in many different ways.

Theater and Mass Media
The student will increase international/multicultural understanding by:

Acting out folk tales or stories from other cultures
Comparing contributions of various cultures to the theatre: Western and Eastern
Analyzing drama for its political or cultural ideology
Comparing television programs from around the world
Comparing representations of values and cultural identity in films from various cultures
Comparing freedom of expression in drama across cultures

Driver and Safety Education
Transportation has changed dramatically in the past 200 years and has changed the face of the earth. The concept of transportation of our needs from getting more and more rapidly from one place to another, and of the implications of this phenomenon can be explored.

Forms of transportation for different people in different cultures
How to get there: walking, biking, sailing, riding in a car
Transportation around the world
The automobile and energy consumption
Mass transit as an energy–saving alternative to the automobile
Rules of the road around the world
International road signs
Fuel costs in different countries
Car culture and the environment

World Languages
The spoken language is our principal means of communicating with people from other cultures. But there are many forms of intercultural communication which modify the spoken and written word. These can be explored in many different ways, both within and outside actual world language classes.

The language of gesture, body language, and etiquette in different cultures
Language families and their origins
The limitations of language in cross–cultural communication

Changes in languages and cross–cultural borrowing
Foreign words in the English vocabulary
Dialects in different subcultures
The nature and problems of bilingual and multilingual societies

Develop the skills and attitudes necessary for effective communication and cooperation with people from cultures other than their own who speak languages different from their own, both at home and abroad.

Acquire an understanding and appreciation of the histories and cultures of people from various regions of the world, along with the ability to communicate in more than one language.

Acquire an understanding of the relationship that exists among language families in our global society.

Develop an appreciation of the verbal and nonverbal etiquette that exists in each culture, recognizing that every language and cultural group has a unique set of "rules" governing such behavior.

Home Economics/Family Life and Parenting

The major sociological unit emphasized in the home economics curriculum is the family. The family has universality even though its structure may differ in various societies. In home economics, emphasis is placed on gaining an understanding of various lifestyles and resource management practices related to meeting basic human needs. Examples of topics which may be explored related to global education include the following.

Family structures throughout the world
Roles and functions of family members in various cultures
Satisfaction of basic human needs for food, clothing, and shelter in different environmental setting
Development and management of human and material resources
Family dwellings throughout the world
Environmental, sociological, and cultural influences on clothing choices
Resource availability and the effects on nutrition and health of the family
Appropriateness of household technologies to various settings
Child–rearing practices and socialization of children in various cultures
Satisfaction of nutritional needs through various food choices and food preparation methods

Industrial Technology Education

Manufacturing in different cultures
Tools in different cultures
Construction technologies in various cultures
Energy as used in different cultures
Building styles in different climates

Furniture making in different cultures
Artisanship in our culture and in others

Journalism

The student will increase international/multicultural understanding by:

Comparing magazines from around the world
Comparing newspaper coverage from different cultures
Examining the origins and role of newspapers around the world
Analyzing role of media in various cultures and its freedom or restriction
Analyzing political cartoons and satire
Analyzing dissemination of information in various cultures
Using world communications technology

Language Arts
The student will increase international/multicultural understanding by:

Comparing poems, short stories, novels, and essays from global literatures with regard to particular issues and values
Understanding the impact of historical and cultural context on literature of various cultures
Reflecting on and connecting the literatures of other cultures to self through feelings and emotions
Writing for various cultural audiences
Understanding the role of myth, symbol, metaphor in various cultures
Analyzing the impact of culture on speeches from speakers from various cultures (e.g., figures of speech, organizational pattern, nonverbal behaviors)

Mathematics
Explaining the origins of our numbering systems (Roman and Arabic)
Explaining the origins of the abacus, and actually using one for calculations
Problems involving the conversion of foreign currencies
Problems involving metric conversion
Discussing historical and cultural origins of our mathematical systems
Measurement in ancient times and in other cultures
Time keeping (calendars) in other cultures
Use of tables of statistics involving international issues (e.g., population)
Story problems involving situations in other cultures

Music
By integrating the elements of music into representative music works, students will:

Recognize that world music may also be referred to or known as ethnic, popular, folk, and art music.
Sing songs and dance to music from diverse time periods, cultures, and styles.
Recognize that every culture has indigenous music.
Recognize the importance of and need for music in diverse time periods, cultures, and styles of music.
Become familiar with and recognize music examples from distinctive time periods, cultures, and styles.
Describe some of the reasons for music making (such as work, celebration, and religion).
Recognize that quality is a term which is socially and culturally agreed upon and may change over time.

Play popular songs and dance to music of particular time periods and from diverse styles.
Define and identify those characteristics which make quality and world musics throughout time.
Define distinctive characteristics found in popular and world musics from diverse time periods, cultures, and styles.
Determine criteria which make music of quality throughout time periods and cultures.
Define and identify characteristics of music from diverse time periods, cultures, and styles.
Analyze and compare characteristics of music within the context of the time, culture, and style in which it was created and produced.
Compare/contrast popular forms of world musics.
Identify diverse styles of music as a world phenomenon.
Compare/contrast the musical techniques used in popular and world musics from which two or more musical works are performed, composed, arranged, improvised, or conducted using a previously learned music vocabulary.
Compare/evaluate various styles of music in relation to diverse musical cultures and time periods.
Apply previously learned music vocabulary to describe the music of a society or culture from a live or recorded musical performance.
Explain the effect that society and culture have when a composer or performer produce a live or recorded musical performance.
Label one or more of the musical elements from a live or recorded musical performance which may be associated with a society or culture.
Using a previously learned music vocabulary, compare/contrast two live or recorded performances with regard to societal or cultural components.
Assess the influence of society and culture on a live or recorded performance using previously learned music vocabulary citing other relevant musical examples.
Select and defend the choice of a live or recorded music example using a previously learned music vocabulary with regard to diverse societies or cultures.
Label one or more of the expressive qualities in a live or recorded music example.
Know the value of music as a means of personal expression and communication.
Apply previously learned music vocabulary to describe expressive qualities in a live or recorded musical performance.
Evaluate expressive qualities of individual and group performances.
Recognize the diverse uses of tonal and rhythmic systems and textures for expressive purposes.
Explain the effect that expressive qualities have on the composer or performer in a live or recorded music performance using previously learned music vocabulary.
Describe why one music example may have more than one interpretation.
Perform music of diverse cultures in an expressive manner using rhythmic or tonal systems.
Apply previously learned music vocabulary to describe or interpret musical intent of a live or recorded musical performance.
Compare/contrast two live or recorded music examples with regard to expressive qualities using previously learned music vocabulary.
Seek and compare music which may have more than one interpretation when performed by different ensembles from diverse cultures.

Describe how composers, artists, architects, and statespersons use the element of style to portray societies and cultures.

Express diverse ways in which the composer's music examples may be interpreted from given expressive markings.

Select and defend the choice of a live or recorded performance using a previously learned music vocabulary with regard to expressive qualities.

Physical Education

Studying the origins of various sports

Sports around the world

History of the Olympics

The role of sports in a culture (from Roman gladiators to the National and International Leagues)

Spectator sports vs. fitness for all

Physical education as taught in other cultures

International sports and politics

New (noncompetitive) games

Different cultural attitudes toward sports and exercise

Science

Discovering nature and caring for living things

Ecology, including lifestyles, population, community ecosystems

Historical and cultural contributions to scientific discovery

Models and scientific methods used by scientists in other cultures

The diffusion of scientific knowledge around the world

Non–Western roots of Western science

The spread of disease and worldwide epidemics

Efforts toward worldwide scientific cooperation

The Green Revolution and other scientific efforts to solve the world hunger problem

Genetics and natural selection, genetic engineering

Biotechnology and ethics

The chemistry of pollution, how the earth cleanses itself

The causes and cures for pollution

The chemistry of ozone, and the nature of the ozone layer

The greenhouse effect and its possible effect on the polar ice caps

Develop an understanding that science is a basic human enterprise used to understand the world and that scientific communication across national boundaries benefits the global/international society

Become cognizant of both the advantages and disadvantages that technological changes may bring to a culture

Understand the intergenerational responsibility of the global/international community in maintaining, protecting, and improving the environment

Understands the interrelatedness of such topics as technological growth, environmental stability, economic expansion, and human rights issues

Understand the causes and effects of pollution, the uses and abuses of energy, and the global implications of natural disasters

Become involved in global scientific studies

Social Studies

The following are the Minnesota Department of Education's Social Studies Program Level outcomes. For complete list of learner outcomes and essential learner outcomes.

Develop a reasoned and caring commitment to individual rights, freedoms, and responsibilities that protect and promote human dignity.

Develop a pluralist perspective for understanding and acting to protect individual and group differences locally, nationally, and globally.

Develop habits of mind for independent and interdependent thinking; apply rational and caring ways of decision making for participation in an open, democratic society.

Create a dynamic concept of self as an active participant, responsible for one's actions in pluralistic and changing local, national, and global communities.

Develop an inquiring attitude toward local, national, and global issues, a commitment to open mindedness, tolerance for ambiguity; and the ability to recognize the tentative nature of knowledge, process, and conclusions.

Apply an understanding of the interdependent and dynamic nature of humans and their social, economic, and political communities across cultures, time, and space.

Contributions of other cultures to American customs, language, culture
Multinational corporations
Foreign debt and the global economy
Economic issues in developing countries
The growing gap between rich and poor of the world
The economics of resource depletion
Global weather and climate patterns
Human rights issues and policies
Ecology and politics of scarcity
Ecological humanism and a planetary society
Good citizenship in the context of global interdependence
Historical global migration patterns

Understand global issues such as world hunger, world population growth, energy and resource allotment, world health problems, environmental management, and pollution control, as well as awareness of instances of the denial of human rights.

Understand and appreciate the interrelatedness of local and national problems with those confronting the global society—political, economic, environmental, and technological.

Understand and appreciate the diversity and commonality of human cultures, customs, levels of technology, beliefs, religions, and value systems throughout the world.

Participate in a comparative study of various social, political, and economic systems from a nonethnocentric standpoint.

Speech and Debate

The uses of global or environmental topics for debate
The study of classical oratory
Speech and debate training in other cultures

MINNESOTA IN THE WORLD AND THE WORLD IN MINNESOTA

CURRICULUM ASSESSMENT* — Essential Elements

The following pages represent an emerging conceptual framework and current international global education curriculum assessment tools. The conceptual framework was developed to help guide educators attempts to identify the international/global concepts and content and how they interact. The top section of each page identified with Roman numbers attempts to synthesize five researchers and their conceptualization of the field.

The conceptual framework will help readers understand the concepts and content of an international/global perspective. The "rating, evidence, and opportunities columns may be helpful assessing what an individual school district is doing at any given time if the assessment instrument is filled out by K-12 staff members.

Notice the empty boxes! These are to remind us that the conceptualization is still merging. We invite your contribution. In other parts of this document, we have listed the global/international learner outcomes organized around the six themes of the conceptualization. The six themes were used by the State Board of Education when in 1990 they required the six themes of the "International Perspectives" to be integrated into all subject areas as they surface during the six-year PER review cycle. (See 3500.1075 Subp .11."

For each element:

Rate the extent to which it is reflected in current offerings. Ratings are G=a great deal; S=somewhat; H=hardly at all; N=not sure

Provide evidence for your rating

Identify opportunities for inclusion

*The following model was adapted from Dr. Willard Kniep's *Next Steps In Global Education: A Handbook For Curriculum Development*. Global Perspectives in Education. 1987.

ELEMENT	RATING	EVIDENCE	OPPORTUNITIES
I. Human Values and Cultures **(Understanding Diversity)** Civilization, cultural diffusion, and innovation. The evolution of human skills and the means of exerting power over nature and people. The rise, interaction, and decline of successive centers of such skills and power. The cultural flowering of major civilizations in the arts, literature, and thought. The role of social, religious, and political patronage of the arts and learning. The importance of the city in different eras and places. **CROSS CULTURAL AWARENESS**			
Diverse cultures and values Religious Sociopolitical economic Philosophical Ideological Historical Geographical			
Commonality of humanness Material culture - *housing, food, dress, possessions* Aesthetic expression Work and play Language and communication Social organization			

ELEMENT	RATING	EVIDENCE	OPPORTUNITIES
II. Global Systems **(Understanding the World as a Series Emerging Interdependent System)** Values, beliefs, political ideas, and institutions. The origins and spread of influential religions and ideologies. The evolution of political and social institutions, at various stages of industrial and commercial development. The interplay among ideas, material conditions, moral values, and leadership, especially in the evolution of democratic societies. The tensions between the aspirations for freedom and security, for liberty and equality, for distinction and commonality, in human affairs. **PERSPECTIVE CONSCIOUSNESS**			
Economic What is produced For whom Role of government Medium of exchange Linkages/distribution			
Political Institutions Decision making Leadership Ideologies Role of citizens			
Ecological Common biological status Common ways of adapting Common biological and psychological needs Common concerns and social problems			
Technological Role of technology Changes in transportation and communication Information as a resource			

ELEMENT	RATING	EVIDENCE	OPPORTUNITIES
III. Global Problems and Issues **(Understanding Emerging Global Trends)** Human interaction with the environment. The relationships among geography, technology, and culture, and their effects on economic, social, and political developments. The choices made possible by climate, resources, and location, and the effect of culture and human values on such choices. The gains and losses of technological change. The central role of agriculture. The effect of disease, and diseasefighting, on plants, animals, and human beings. **STATE OF THE PLANET AWARENESS**			
Peace and security Arms race East-West relations Terrorism Colonialism Demonstrations vs. tyranny National/international			
Development Hunger and poverty Overpopulation North-South relations Appropriate technology International debt			
Environment Acid rain Pollution Depletion of rain forests Nuclear war disposal Fishing rights			
Human Rights Apartheid Indigenous homelands Political imprisonment Religious persecution Refugees			

ELEMENT	RATING	EVIDENCE	OPPORTUNITIES
IV. **Global History** **(Understanding Prevailing World Conditions)** Comparative history of major developments. The characteristics of revolutionary, reactionary, and reform periods across time and place. Imperialism, ancient and modern. Comparative instances of slavery and emancipation, feudalism and centralization, human successes and failures, of wisdom are folly. Comparative elites and aristocracies; the role of family, wealth, and merit.			
Ecumene Civilization, cultural diffusion and innovation Human interaction with environment Conflict and cooperation Comparative history of major developments Patterns of social and political interaction			
Cultural Origins Physical and material culture Fine arts Language and communication and education Social organization and control World view			
Systems Evolution Communication Climate Money Energy Food Arms			
Problems Antecedents Poverty Distribution Procedure Prejudice Change Communication			

ELEMENT	RATING	EVIDENCE	OPPORTUNITIES
V. Developing Effective Working Relationships Conflict and cooperation. The many and various causes of war, and of approaches to peacemaking and war prevention. Relations between domestic affairs and ways of dealing with the outside world. Contrasts between international conflict and cooperation, between isolation and interdependence. The consequences of war and peace for societies and their cultures. **AWARENESS OF HUMAN CHOICES**			
World View			
Empathy			
Needs			
Cooperation			

ELEMENT	RATING	EVIDENCE	OPPORTUNITIES
VI. Understanding Nature and Process of Change Patterns of social and political interaction. The changing patterns of class, ethnic, racial, and gender structures and relations. Immigration, migration, and social mobility. The effects of schooling. The new prominence of women, minorities, and the common people in the study of history, and the relation to political power and influential elites. The characteristics of multicultural societies; forces for unity and disunity.			
KNOWLEDGE OF GLOBAL DYNAMICS			
Causes			
Coping			
Enabling And Restricting Forces			
Consequences			

PROGRAM PLANNING

Start planning your program at least one year prior to beginning a Progress Review by reading the following materials. Be sure to order them well in advance, it may take several weeks.

1. *The United States Prepares For It's Future: Global Perspectives In Education*, a 1988 study by the American Forum.

2. *American In Transition: The International Frontier*, a 1989 study by the National Governor's Association.

3. *Next Steps In Global Education: A Handbook For Curriculum Development*. Dr. Willard Kniep. Global Perspectives in Education. 1987.

4. *Guidelines for Geographic Education.* National Council for Geographic Education. (See Appendix)

5. *Building A History Curriculum.* Bradley Commission...Educational Excellence Network, Washington, D. C.

Organizing The Big Picture

1. Set out a **plan**, however tentative, before planning inservice, writing any curriculum, or reviewing materials for purchase. Include a timetable, available resources, and a list of who is responsible for what. (See Appendix for a model form.) Identify related opportunities, e.g., Planning, Evaluating, Reporting (PER), North Central Evaluation, international focus, Inclusive Education Rule focus, environmental focus.

2. Consider **all** of the following components when developing a comprehensive plan:

   - **pre-planning** – background reading, professional journals, and reports;

   - **program development** – previously written scope and sequence and vision and mission statements for the disciplines; learner outcomes (LO), essential learner outcomes (ELO), program outcomes, board goals, required offerings, rules, outcome based education (OBE), and student assessment and program evaluation results;

   - **learning/teaching** – process of organizing for introduction, reinforcement, and maintenance of learner outcomes;

   - **staff development** – involving appropriate staff in strategies for assessing, extending, and teaching the written curriculum;

- **teaching/learning environments** – "climate," includes class size, administrative/peer support, physical room arrangement, school as a concept, etc.;

- **teaching/learning materials** – texts, software, supplementary, simulative, visual, and print news services, etc.;

- **communication** – how to get information about stages of program planning involvement to all people affected by it and how to get appropriate responses including the curriculum advisory committee and school board; and

- **evaluation** – how to determine whether the program works

3. Provide effective leadership:

   - committee chairs with the time, training, experience, resources, support, and authority to complete the task well;

   - committee members who have collegial respect and communicate well; possibly a mix of new and experienced teachers and others;

   - committee members who know "up front" what their support responsibilities, time commitment, and resources are; and

   - a committee that is small enough to be manageable, but large enough to be representative of the groups affected by the curriculum work (teachers, administrators, parents, and students).

4. Don't be concerned if some steps overlap. Concurrence is a natural part of program planning. For example, even though staff development is listed after program development and communication in number 2, it makes sense to begin attending to staff development as program priorities emerge. This will help develop building–level involvement which may ease formal implementation of the new program.

PROGRAM REVIEW

The Dream

1. Start with small groups (representing a cross section e.g., gender, ethnicity/race, grade level, age) brainstorming: <u>What are the problems facing humankind in today's globalized world?</u>

a. After about 10–15 minutes have the small groups circle the items listed for which their high school graduates need or deserve more instruction to be enriched, enlightened, and empowered citizens.
b. Box those listed where students already receive too much instruction.

c. Determine at about what grade level instruction could/should start.

d. Identify other subject areas that may also help teach the outcome.

From that list determine:

a. What is the nature of the contemporary world?

b. How it has changed since the 1940s?

c. How should an integrated international education respond to the changes?

d. What do you need individually and what does the staff need?

2. A second brainstorm might be: what are the concepts or big ideas that would be helpful for the students in organizing real world data and information. (Repeat a–d in the first brainstorm.)

3. A third brainstorm could be: what should an enriched, enlightened, and empowered citizen know, be able to do, and what democratic beliefs should one demonstrate prior to graduation from high school. (Repeat a–d in first brainstorm.)

4. A fourth brainstorm could be to identify the descriptions or characteristics of people who have positive self-concepts. (Repeat a–d in first brainstorm.)

5. Ask "If everything were working well, what kind of students would we be producing?" Brainstorm a list of desirable student traits/outcomes for all age groups.

6. Ask "In an ideal world, what would have to be in place, programmatically, to achieve these desirable outcomes?"

7. Leave the lists for the time being or go back and identify some priorities.

The result of these steps, if allowed to go forward unconstrained, will be a database for a vision statement (may have been called philosophy statement in the past) for the future which shapes and directs all steps and stages of the curriculum process. Working toward a vision often energizes, motivates, and challenges staff members. The vision statement should lead to a mission statement (may have been called rationale in the past) that explicates some specific actions, steps, or targets to improve the students program. Remember the activities your committee did that seemed helpful for use later with your staff colleagues who are not part of the committee.

The Assessment

A next step is to assess the current status of the K–12 international education program using as criteria state international Program Level Outcomes, Learner Outcomes, Minnesota State Board Goals, and any additional goals and outcomes added locally.

1. Identify both students performance and international program strengths and needs. This provides evidence of what deserves continued recognition, support, and celebration (acknowledging past good work is important), and provides strength as well as what needs to be changed or improved.

2. Determine the system's capacity for change. Some things may need change, but the system may not be able to respond for a variety of reasons. Whatever the committee does, make sure it is well done even if it means leaving other things undone.

3. Determine, based on time and resources, whether you need a detailed or general assessment. The former may arouse more interest by involving more people and will establish a richer, more reliable database. The latter, if too general, runs the risk of yielding false or incomplete information.

   Assessment instruments/procedures can include all or some of the following: surveys, questionnaires, checklists, interviews, formal meetings, forums, informal discussions, test results, samples of student work, and follow–up studies. Of course, sampling procedures can be used with many of the above activities to lighten the task while maintaining credibility. Be sure to identify all relevant tests administered to students and analyze the results, including an item by item determination of local expectations, in addition to comparisons with other norms.

4. Use shortcuts, for example:

   - existing data about programs including North Central evaluation reports;
   - assessment instruments designed to gather information about more than one subject; or
   - modifying or eliminating certain of the program development categories if your committee thinks it knows enough already.

5. Display the assessment data in simple formats for easy reviewing and sharing. Give audiences examples of test items where students did well and where students did poorly. The following is one sample format for assessing curriculum (student performance).

PROGRAM ASSESSMENT

Documented Strengths (test scores, student work samples, etc.)

1. Tenth-grade students score above the national mean in 8 of 11 global history, geography, economic test items.

2. _____

_____

3. _____

_____

Documented Weaknesses

1. In community involvement, students show a consistent disinterest in political events, reading current events, or engaging in community service activities.

2. _____

_____

3. _____

_____

Perceived Strengths (interviews, surveys, etc.)

1. Students at all levels have very few problems with the acceptance to quality institutions of higher education including numbers one, three and four of the State University System's Q7 report.

2. _____

_____

3. _____

_____

Perceived Weaknesses

1. Student opportunities for advanced placement are lacking as reported in the North Central report.

2. _____

_____

3. _____

_____

6. Compare the ideal "what could/should be" list with conclusions drawn from the "what is" assessment data. Code or classify conclusions by program development category (program development, learning–teaching, etc.).

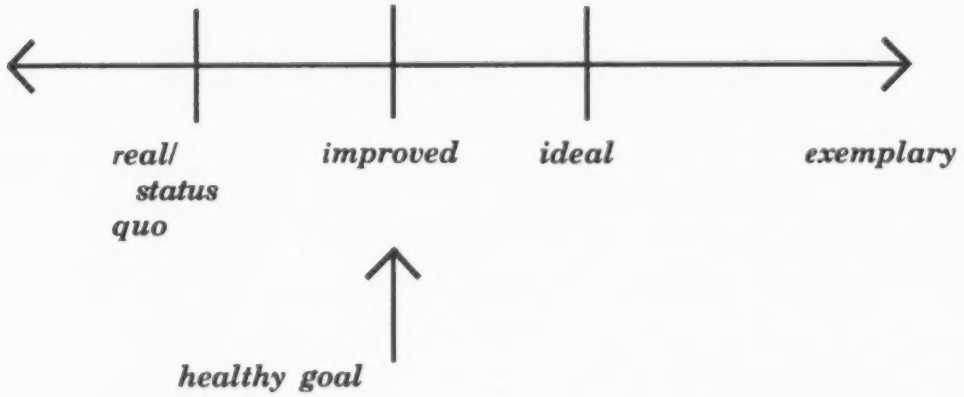
   At this point, the Program Review Section comparisons could be made to the "ideal state" brainstormed in number 1 under conclusions drawn regarding the relationship between "what is" and "what could be." Conclusions could also be coded or categorized under each of the parts of program development (i.e., learner outcomes, staff development, etc.).

   The needs assessment or program review should provide a fairly realistic appraisal of the current status. That, combined with the vision of the ideal product, gives the committee a useful road map for future work.

   Sometimes committees reach too far in the program development process and stretch teachers beyond their capability to understand or implement the change. The result can be instructional programs which are poorly understood—even resented—and poorly implemented. A clear example of that occurred in the late 1960s and early 1970s when many districts across the country adopted innovative programs only to have them fail because most teachers were unprepared or unwilling to teach anything but traditional subjects.

   More often, however, committees do not reach far enough. This results in clutching tightly to the familiar and ignoring new and potentially better approaches.

   This simple graphic illustrates the usefulness of comparing the real with the ideal:



   The real and ideal arbitrary points on the line provide references for setting the sights of the committee. Constructive change, particularly in schools, comes slowly, sometimes painfully so. Therefore, attempts at dramatic change are usually unwise. While change is desirable, it needs to happen in small increments unless somewhat unique circumstances prevail (i.e., the district

employs a high percentage of change–oriented faculty, or the district enjoys a healthy fund balance, or things are so bad that dramatic change is the only answer). Remember, change is the only way to improve. Also remember research over and over reports people change when:

a. They see a need to change.

b. They know how to change.

c. They are involved actively in the change process.

d. They are secure in changing.

e. They are encouraged and supported in changing.

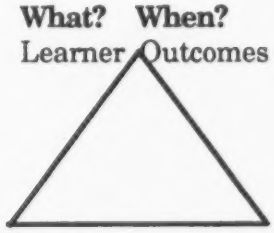
Program review, while time consuming and somewhat expensive, can more than pay for itself if it helps lead to a program that meets the needs of students and the society while being sensitive to the political and economic realities of the district. If time is limited, select activities carefully and do each activity well, leaving some activities undone until more time or resources are available.

PROGRAM DEVELOPMENT

The Program, Inservice, Evaluation

The practice in schools has often been to "write" curriculum and select new textbooks and then assume the job is done. From that perspective, program building and curriculum writing are the same thing. It is also common practice to assume that purchasing textbooks is program building. The point is that **a program** is much bigger than a written program or a set of books. Though important, both are just two pieces of the larger puzzle.

If, however, one were to set priorities, the written program development (meaning clearly stated goals and learner outcomes assigned to grade levels for introduction reinforcement, emphasis, and maintenance) would be of primary importance. The following triangle serves to illustrate:



How Well?
Evaluation

How?
Instruction

The "what," and "when," represent written agreed upon K–12 program outcomes, whose specific program level outcomes and learner outcomes tell what and when are intended for students or what it is that students will know, value, and be able to do as a result of instruction. The "what" also serves as criteria for development of evaluation instruments. As the expressed reason for being, the "what" needs to shape and influence every other part of the program. The "when" is determined by assigning outcomes to grade and course level for either introduction, reinforcement, emphasis, or maintenance.

The "how" represents delivery of instruction or facilitating of learning. Components include instructional practices, scheduling of students' and teachers' time and space, and instructional materials. To be most relevant and effective, design each one of them to support the outcomes of the written program. For example, if application represents an important outcome, it would be unwise to select textbooks and supplementary materials which are weak in that area.

The final element, representing evaluation, also needs to support and reflect the written program or the outcomes of the program or it will get lost or subverted. A simple example is the tendency to write curricular outcomes which stress "self–expression," but use evaluation instruments which ignore expression and instead stress knowledge of history. Obviously, the interdependent nature of the program parts and the need to coordinate and integrate the program development process are essential considerations in this work.

Given a clear understanding of the role of the written program, the committee can then move through the steps listed in the sample plan, starting with an analysis of the results from the program review.

It is not necessarily essential to ascertain **what is currently being taught** except in terms of the ideal and the Board goals, program level outcomes and essential learner outcomes. Also asking what is currently being taught may discover a program that just "happened by everybody doing their own thing and not caring what others were teaching." If the program review did not yield enough information about that question, some additional probing may be needed. That probing can be very detailed, as in curriculum mapping, where every outcome is accounted for, or can be as simple as having teachers list their new priority outcomes or topics. Once a representative sample of current curricular priorities is assembled, it is possible to review the list for obvious gaps or overlaps in the program.

In addition, the committee needs to be alert to current theory and practice in the field. What is the status of thinking skills? Are the latest views on application being examined? How is social studies education being integrated with other subjects? Is less time being spent on history as an isolated discipline? Is that what the students and society needs? These kinds of issues may have been addressed in the program review stage. If not, they need to be looked at now and incorporated into the comparison between the real (status quo) and the ideal. **In other words, it is important to know the status of the district with respect to current national and global views**

about curricular priorities. If, for example, the curriculum is still largely limited to the study of U.S. institutions, literature, music, and art, movement toward an integrated international education curriculum will take more time.

At this point, the committee should have a prioritized list of additions or changes which it wishes to include in the new curriculum. **No curriculum writing should occur until this preliminary work has been accomplished**. To start writing/revising before this work has been done risks building a curriculum that is disconnected from the past or uninspired by the future — a curriculum that is either too strange or too meek to serve the needs and interests of students, society, and teachers. Also remember many school board members and other policy makers have "taken" social studies and too frequently remember how social studies has served them over the years. We need to inform them of what the current program will do for the students and society.

In summary, a simplified view of the learner outcome stage of program development might look like this:

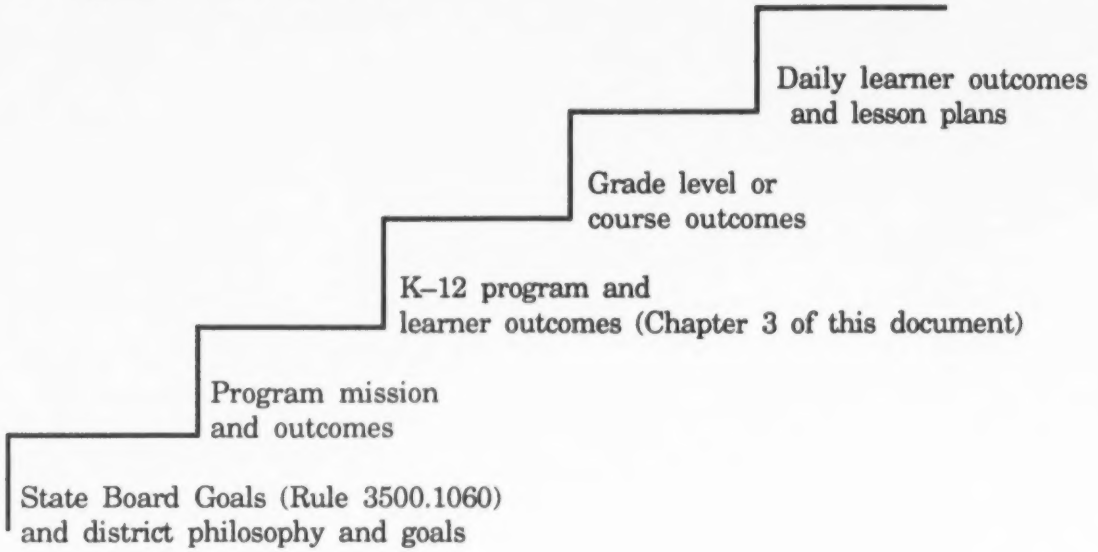
Phase One:
Review status of the district international education program direction and examine current theory and practice as reflected in its professional literature.

Phase Two:
Compare current program with current theory and practice and identify priority changes or additions (if any).

Phase Three:
Write/revise the program mission and learner outcomes.

Four-Step Model for Learner Outcome Development

Having now reached the learner outcome identification stage, a model may be helpful for suggesting the next steps:


Daily learner outcomes and lesson plans
Grade level or course outcomes
K–12 program and learner outcomes (Chapter 3 of this document)
Program mission and outcomes
State Board Goals (Rule 3500.1060) and district philosophy and goals

1. **Review State Board's and local board's philosophy and goals.**

   Become familiar with the Minnesota State Board's goals (found in Chapter 1), program level outcomes, and learner outcomes (found in Chapter 3). If not done during the program review, check the school board's overall philosophy and goals to see if they mention international topics or concepts like the State Board goals include. Often the global studies are included among the district's highest priorities when reviewing philosophical statements. If so, build from that base in establishing the program's mission or philosophy. If strong language concerning citizenship and global studies is in the board goals, it makes sense to use that to the committee's advantage whenever possible. If there is no mention in the board goals, the committee may want to assist the board in correcting that omission.

2. **Develop mission/philosophy and major goals.**

   The purpose of a mission or philosophy (we do not choose to make a distinction) is to **declare, clearly and boldly, why global studies is included in the district's general curriculum,** and **what it purports to do for students and our democratic society**. It should be a kind of public relations banner for staff, students, parents, and the community. It should set the direction and tone for the entire program, and all goals and outcomes should be consistent with that direction. Over the years, educators have preferred short philosophical statements that did not say much, permitted teachers to teach whatever each wanted to, and did not provide any directions. But remember, in a couple of years

the State Board will have no course or time regulations. So your new mission will, hopefully, "justify" the program you are about to develop.

- Start comparing the existing philosophy with the priorities you listed in Phase Two and the mission statement in Chapter 2. You may just have to add some new language or alter the old.

- If none exists, brainstorm a list of your own "we believe" statements about K–12 social studies education. Use small K–12 groups to generate ideas. Use information generated during the brainstorming in the program review and dreaming steps.

  Example:

  We believe that a first–rate global-international education program:

  a. encourages higher–order thinking through the use of all study skills

  b. stresses the integrated use of other subjects

  c. develops empowered global citizenship, awareness and understanding.

- Merge the products of the small–group brainstorming sessions into one list. Group similar items under general headings (e.g., aesthetics, life–long skills).

- Write a draft mission/philosophy. May be done by one member or several. Use ideas from your program review stage. Use language, if desired, from Chapter 2 of this document or, with proper acknowledgment, from the Minnesota Department's and other districts' mission statements.

- Pass the draft through the appropriate review process before the committee's adoption and send to the school board for approval.

- Identify program level outcomes which flow from the mission and which give form to the learner outcomes and essential learner outcomes that follow and review the Minnesota Department's program level and essential outcomes (found in Chapter 3) first, then add your district's outcomes.

3. Identify outcomes; develop scope and sequence.

After identifying major program level outcomes, both state and local, identify more specific learner outcomes in terms of where introduced, reinforced, emphasized, and maintained. Next, structure or sequence the outcomes. The process will vary depending on whether the task involves revising/updating

existing curriculum or starting from scratch. Any existing curriculum base should be used no matter how outdated it appears. To not consult or start from an existing document sends a message that earlier committee work is not valued. Staff members need to see links from past to present work or they may assume that, at some point, their work will be ignored as well.

Before writing or revising outcomes, the committee must have the list of priority curriculum changes or additions which came from Phase Two. We suggest initiating the outcome identification process by using the example assessment worksheet in Appendix 2. List the outcomes on the sheet. Include both the State Board-adopted program level and learner outcomes and the district–developed outcomes.

Simply go through the worksheet pages outcome by outcome, responding to the three questions above the columns. Feel free to add outcomes if a gap exists.

- Prioritize the outcomes. Think about the following as you set priorities.
- Essential vs. "nice to include."
- "Less is more." Provide a single, focused, and balanced direction for the program development and instruction. However, in outcome-based education, teachers must be responsible for teaching the teacher-determined outcomes. In the past, many districts permitted teachers to teach whatever they wanted.
- Effect of departmentally selected K–12 outcomes: should encourage cooperation, innovation, feeling of being more successful, should provide each student with a comprehensive social education and adaptation to change.
- Sequence the priorities by grades. This can be tentative, changed later if necessary (primary/intermediate, middle school/junior high, senior high).
- Identify level of instruction to indicate difference between initial and more advanced learning. (I = Introduction, E = Emphasis, R = Reinforced, M = Mastery or Maintenance). You may use a different coding system.

An important distinction needs to be made between international education and some other disciplines. Very few of the higher–order outcomes in international education are ever "mastered." For example, the outcome "the student will understand that diversity offers opportunities but poses potential conflict" will never really be "mastered." For instructional purposes, it might be best to use "maintenance" rather than "mastery" for those outcomes which defy simple measurement. Maintenance is less precise then mastery, but more functional for many higher-order outcomes. A maintenance level occurs when a student is observed to understand a concept sufficiently well to be able to apply it

independently. Thus, a student could be observed to collect a newspaper article on a recent World Court decision and be able to summarize the "facts of case" and the importance of the decision without being judged as having mastered it.

- Address this question, "What is the current opportunity for students in our district program to attain this outcome?" While not an essential step, it provides another indicator of your district's status of instruction and helps you set priorities.

Some Practical Suggestions:

- Ideally, at least a full year should be allocated for the curriculum writing/revising process. It may take less time if larger amounts of group and individual time can be devoted to the project. It goes without saying that this task demands quality time, not just before or after school or on weekends. If proper time is not available for this activity, it probably should not be started. Another factor which affects time is the amount of attention given to reviewing each new draft. Remember program renewal is a K–12 team activity.

- When working through the assessment worksheets, the committee should pace itself so that not more than five minutes are devoted to any outcome the first time through. Outcomes which require more discussion can be starred and returned to. If time is attended to, these assessment worksheets can be finished in about a half day. If time is not monitored, this step will drag on for hours. Remember, you are working on a draft, not a perfected copy. Also remember that becoming familiar with the learner outcomes and implications for instruction and evaluation are staff development activities.

- The outcome identification process is probably best accomplished in a small (4–6) K–12 group representing a cross section of the total committee.

- All along the way decide which tasks are best accomplished in large group, small group, or by an individual.

- Need it be said? Use the word processor! It is the greatest thing ever created for program writing.

4. Develop grade-level or course outlines.

Print out separately the outcomes (essential and district) which have been assigned to each grade level or course. The teacher or teachers responsible for these grade levels and courses will use these outcomes as the basis for their own offerings. As previously suggested, perhaps 60 percent of each teacher's instructional time will be devoted to the district outcomes. In order to reinforce linkage from course to course and grade to grade, we suggest that teachers code

each outcome (I, R, E, M) in their outline. In the Appendix, please find a model course or grade level worksheet that may be helpful in grade and course level planning. Note: You are encouraged, at this level, to add instructional objectives for lesson and unit instruction, recommended materials, and possible evaluation instruments.

The purpose of all program development is to ensure that each student is provided an opportunity to learn what the local K–12 program committee determines. Also this program development should help each teacher clarify what learner outcomes are to be introduced, reinforced, emphasized or maintained, what student materials are available for instruction, and what evaluation instruments are recommended for this grade or course.

SAMPLE CURRICULUM DEVELOPMENT IN INTERNATIONAL EDUCATION

MISSION TO LESSON OUTCOME

LEGISLATED MISSION

The purpose of public education in Minnesota, a system for lifelong learning, is to ensure individual academic achievement, an informed citizenry, and a highly productive work force. This system focuses on the learner, promotes and values diversity, provides participatory decision-making, ensures accountability, models democratic principles, creates and sustains a climate for change, provides personalized learning environments, encourages learners to reach their maximum potential, and integrates and coordinates human services for learners.

LEARNER GOAL (MRC 3500.1060 - C1)

To think, decide, resolve issues, and meet needs creatively, each learner will be able to:

1. compare, differentiate, relate information and facts, and apply knowledge;
2. combine various facts, situations, and theories to formulate new and original hypotheses or to develop new solutions;
3. critique and make judgments about materials, conditions, theories, and solutions;
4. generate and value creative alternatives; and
5. apply the concepts and processes of sciences.

PROGRAM OUTCOME (INTERNATIONAL EDUCATION) (MRC 3500.0175 - General Education Program Requirement Sub-part 11)

Understanding that diversity offers opportunities but poses potential conflict.

CONCEPT OUTCOME

Learners will understand that people with different sets of values have different perspectives which may lead to conflict. (4)

Cultivating receptivity to new ideas and developing the skills of communication necessary for positive working relationships. (7)

COURSE OUTCOME

Assigned above concepts to any upper elementary or secondary social science-history course.

UNIT OUTCOME

Learners will identify local examples of where diversity leads to potential conflict and that to develop effective working relationships individuals have to change behavior.

LESSON OUTCOME

Learners will in small groups brainstorm the diverse groups found in their school, e.g., Norwegians, Americans, Indians, a Jehovah Witness, rich, tall, or blond. After the brainstorm, select one of the religious, racial, or ethnic groups with whom you have had conflict or potential conflict and identify that group's beliefs, values, and perspectives that might be similar and different and determine what one needs to understand to form positive working relationships in your school.

BACKGROUND

PROGRAM OUTCOME (INTERNATIONAL EDUCATION

(Definition: An international (global) education means viewing the world and its people with understanding and concern. Understanding requires knowledge of, and respect for, differences and similarities of the world's people, the processes of development, and how goods, services and ideas are exchanged. Concern necessitates assuming responsibility for the needs of all people and commitment to finding just and peaceful resolutions to global issues.)

1. **Understanding that diversity offers opportunities but poses potential conflict.**
2. Understanding the world as a series of emerging interdependent systems and that no one nation can successfully deal with contemporary world problems.
3. Understanding emerging global trends and that there are alternatives and difficult decisions for the future.
4. Understanding prevailing world conditions and the differing cultural value systems and global perceptions.
5. **Developing effective working relationships including interpersonal and international relations.**
6. Understanding the nature and process of change and that change is a permanent part of history.

The worksheets on the last two pages were designed to print out the international learner outcomes into program level K-12 and grade or course levels for assignment. The Minnesota Department of Education can provide you with a disk of the international learner outcomes that print out in the left column of the K-12 Program Assessment Worksheet . . . where a committee can assign the introduction, reinforcement, etc., to each grade and/or course in which the outcomes will be integrated. After the committee adds the local outcomes to the list, the Course/Grade Level Worksheet . . . can be used to communicate the outcomes by grade and course level to teachers for implementation.

WORKSHEET FOR PROGRAM DEVELOPMENT IN INTERNATIONAL EDUCATION

School District: _____ Plan Submitted By: _____

Date: _____

	SELECT TASKS TO BE DONE	DESIRED DATE FOR BEGINNING COMPLETION	RESPONSIBLE	RESOURCES
DEVELOPMENT PLANNING:	____ Identify district committee and leadership.	_____ - _____	_____	_____
	____ Identify a subset of committee to write the program improvement plan.	_____ - _____	_____	_____
	____ Write the plan. (Adapting pgs 47-53).	_____ - _____	_____	_____
	____ Share the plan and receive feedback.	_____ - _____	_____	_____
	____ Modify and adopt the plan.	_____ - _____	_____	_____
PROGRAM REVIEW:	____ Brainstorm ideal program elements and student and societal characteristics.	_____ - _____	_____	_____

WORKSHEET FOR PROGRAM DEVELOPMENT IN INTERNATIONAL EDUCATION

	SELECT TASKS TO BE DONE	DESIRED DATE FOR BEGINNING	COMPLETION	RESPONSIBLE	RESOURCES
PROGRAM REVIEW (Cont'd):					
	—— Draft a district profile relative to direction of the field.	_____	_____	_____	_____
	—— Assess needs of all students (interests and test results), society (local-global) and emerging perspectives of the social science and disciplines. (see pg.)	_____	_____	_____	_____
	—— Analyze the data (Note: compare with ideal state and itemize strengths and weaknesses). Current professional journals and essays are essential.	_____	_____	_____	_____
	—— Share professional results/ seek support and committment.	_____	_____	_____	_____

WORKSHEET FOR PROGRAM DEVELOPMENT IN INTERNATIONAL EDUCATION

	SELECT TASKS TO BE DONE	DESIRED DATE FOR BEGINNING COMPLETION	RESPONSIBLE	RESOURCES
PROGRAM DEVELOPMENT: A. Curriculum	____ Analyze results from the above program review.	_____ - _____	_____	_____
	____ Identify key change/ improvement priorities (if any).	_____ - _____	_____	_____
	____ Identify/revise program philosophy (vision and mission) and major goals including MN Board Goals, program level outcomes, essential learner outcomes.	_____ - _____	_____	_____
	____ Write/revise K-12 learner outcomes.	_____ - _____	_____	_____
	____ Write/revise course/ grade-level outcomes and determine instructional and evaluation links.	_____ - _____	_____	_____

WORKSHEET FOR PROGRAM DEVELOPMENT IN INTERNATIONAL EDUCATION

	SELECT TASKS TO BE DONE	DESIRED DATE FOR BEGINNING COMPLETION	RESPONSIBLE	RESOURCES
PROGRAM DEVELOPMENT: B. Implementation	____ Analyze results from program review and proposed program development.	_____ - _____	_____	_____
	____ Review curriculum priorities including ideal program.	_____ - _____	_____	_____
	____ Review how trends/issues in the field were integrated into new plan.	_____ - _____	_____	_____
	____ Identify key changes/ improvements.	_____ - _____	_____	_____
	____ Get feedback on suggested changes from key people in the district.	_____ - _____	_____	_____
	____ Plan implementation schedule for proposed change.	_____ - _____	_____	_____

	SELECT TASKS TO BE DONE	DESIRED DATE FOR BEGINNING COMPLETION	RESPONSIBLE	RESOURCES
PROGRAM DEVELOPMENT: C. Staff Development	**(Note: Should connect to district overall staff development plan.)**			
	____ Analyze staff development results from program review.	_____ - _____	_____	_____
	____ Review curriculum priorities reflected in staff development.	_____ - _____	_____	_____
	____ Review staff development trends/issues in the field.	_____ - _____	_____	_____
	____ Identify key staff development priorities.	_____ - _____	_____	_____
	____ Initiate staff development plan.	_____ - _____	_____	_____
	(Note: Need to be inclusive-all kinds of experiences can and should count. Should be continuous and should link to curricular priorities.)			

WORKSHEET FOR PROGRAM DEVELOPMENT IN INTERNATIONAL EDUCATION

	SELECT TASKS TO BE DONE	DESIRED DATE FOR BEGINNING COMPLETION	RESPONSIBLE	RESOURCES
PROGRAM DEVELOPMENT D. Teaching/ Learning Environments (Climate)	____ Analyze results from program review and its potential impact on climate.	_____ - _____	_____	_____
	____ Review standards/practices in other districts.	_____ - _____	_____	_____
	____ Identify improvement priorities.	_____ - _____	_____	_____
	____ Get feedback from key people in the district.	_____ - _____	_____	_____
	____ Develop plan for improvement.	_____ - _____	_____	_____

	SELECT TASKS TO BE DONE	DESIRED DATE FOR BEGINNING	COMPLETION	RESPONSIBLE	RESOURCES
PROGRAM DEVELOPMENT: E. Teaching/ Learning Materials	____ Analyze results from program review and its impact on materials.	_____	_____	_____	_____
	____ Review curriculum priorities.	_____	_____	_____	_____
	____ Establish materials review criteria. **(Note: Use curricular priorities.)**	_____	_____	_____	_____
	____ Establish materials selection policy including multicultural, gender fair and disability sensitive, global/international and other integrated subjects.	_____	_____	_____	_____
	____ Identify and review materials.	_____	_____	_____	_____

WORKSHEET FOR PROGRAM DEVELOPMENT IN INTERNATIONAL EDCATION

	SELECT TASKS TO BE DONE	DESIRED DATE FOR BEGINNING COMPLETION	RESPONSIBLE	RESOURCES
PROGRAM DEVELOPMENT: E. Teaching/ Learning Materials (Cont'd)	____ Select and purchase materials insuring basic and supplementary materials were both considered. **(Note: One-time major purchases plus additional and periodic smaller purchases.)**	_____ - _____	_____	_____
F. Communication	____ Analyze results from program review as related to communication.	_____ - _____	_____	_____
	____ Prioritize needs based upon stages of development.	_____ - _____	_____	_____
	____ Develop processes/ products to meet needs.	_____ - _____	_____	_____

	SELECT TASKS TO BE DONE	DESIRED DATE FOR BEGINNING	COMPLETION	RESPONSIBLE	RESOURCES
PROGRAM DEVELOPMENT G. Evaluation	____ Analyze results from program review related to evaluation.	_____	_____	_____	_____
	____ Review curriculum priorities.	_____	_____	_____	_____
	____ Review evaluation trends/ issues in the field.	_____	_____	_____	_____
	____ Draft district profile relative to direction of the field.	_____	_____	_____	_____
	____ Identify key change/ improvement priorities (if any).	_____	_____	_____	_____
	____ Draft a plan for reviewing, piloting, and adopting new or revised evaluation strategies.	_____	_____	_____	_____
	____ Critique this process making appropriate changes for the next cycle.	_____	_____	_____	_____

K-12 PROGRAM ASSESSMENT WORKSHEET FOR INTERNATIONAL EDUCATION LEARNER OUTCOMES

Listed below are the learner outcomes.	Critical for a K-12 Program? (Include State Board and District outcomes.)		If critical, at which grade should our outcomes be: **I — introduced** **R — reinforced** **E — heavily emphasized** **M — mastered/maintained**				What is the current opportunity for students in our district's program to attain and maintain this outcome?			
	Yes	No	Primary	Inter.	MS/JH	SH	Excellent	Satisfactory	Poor	None
104								105		

_____ WORKSHEET FOR LEARNER OUTCOMES IN INTERNATIONAL EDUCATION

Course/Grade Level

Listed below are the learner outcomes including essential learner outcomes.	At this level, the outcomes should be: **I - introduced** **R - reinforced** **E - heavily emphasized** **M - mastered/ maintained**	List below lesson or unit objectives or outcomes.	List below material or resources available or recommended.	List below evaluation resources available or recommended.

APPENDICIES

International Education

APPENDIX A

RESOURCES FOR INTERNATIONAL/GLOBAL EDUCATION

International/global education is a developing field and planning must be expanded beyond thinking that the only way to teach about these topics and issues is to rely on textbooks and prepackaged materials. A consideration of the six themes and examples of topics reveals that global education does not come out of a textbook; it comes from our abilities to make connections between topics we already deal with in the curriculum and their global implications and dimensions.

Developing effective strategies for promoting global perspectives will take time – and effort. We have provided a model and a beginning. What follows here are resources in three different categories that will be useful for: 1) gaining background for the general development of global perspectives, 2) becoming acquainted with the theoretical foundations of global education and the issues and controversies over this perspective, and 3) materials which provide classroom activities for developing global perspectives. Those marked with an asterisk (*) are highly recommended for general background. (See Appendix A.)

Global Perspectives and Perspectives on the Last Decade of the Twentieth Century

Barnaby, Frank. *The Gaia Peace Atlas.* New York: Anchor/Doubleday, 1988.**

Botkin, James, Dan Dimancescu, and Ray Stata. *Global Stakes: The Future of High Technology in America.* New York: Penguin Books, 1984.

Brown, Lester R. *State of the World, 1989: A Worldwatch Institute Report on Progress Toward a Sustainable Society.* New York: W.W. Norton, 1989.**

Harman, Willis. *Global Mind Change: The Promise of the Last Years of the Twentieth Century.* Indianapolis: Knowledge Systems, 1988.**

Kidron, Michael, and Ronald Segal. *The New State of the World Atlas.* New York: Simon and Schuster, 1987.

Myers, Norman, ed. *Gaia: An Atlas of Planet Management.* New York: Anchor/Doubleday, 1984.**

Naisbitt, John. *Megatrends.* New York: Warner Books, 1982.

Rand McNally. *World Facts in Brief.* New York: Rand McNally, 1988.

Roszak, Theodore. *Person/Planet.* New York: Anchor/Doubleday, 1978.

Russell, Peter. *The Global Brain: Speculations on the Evolutionary Leap to Planetary Consciousness.* Los Angeles: J.P. Tarcher, Inc., 1983.

U.S. Central Intelligence Agency. *The World Factbook, 1988.* Washington, D.C.: U.S. Government Printing Office, 1989.

The World Commission on Environment and Development. *Our Common Future.* Oxford, England: Oxford University Press, 1987.**

Yankelovich, Daniel. *New Rules: Searching for Self-Fulfillment in a World Turned Upside Down.* New York: Bantam, 1982.**

Perspectives on Global Education

Books

Becker, James, ed. *Schooling for a Global Age.* New York: McGraw-Hill, 1979.*

Berendzen, Richard. Touch the Future: *An Agenda for Global Education in America.* Emmaus, PA: Rodale International, 1988.

Botkin, James, Mahdi Elmandjra, and Mircea Malitza. *No Limits to Learning: Bridging the Human Gap.* Elmsford, NY: Pergamon Press, 1979

Freeman, Robert, ed. *Promising Practices in Global Education: A Handbook with Case Studies.* New York: National Council on Foreign Language and International Studies, 1986 (available from The American Forum).

Joy, Carroll, and Willard M. Kniep. *The International Development Crisis & American Education.* New York: Global Perspectives in Education, Inc., 1987.

Kniep, Willard, ed. *Next Steps in Global Education: A Handbook for Curriculum Development.* New York: Global Perspectives in Education, 1987.*

Rosengren, Frank, Marylee Crofts Wiley, and David S. Wiley. *Internationalizing Your School.* New York: National Council on Foreign Language and International Studies, 1983.

Study Commission on Global Education. *The United States Prepares for Its Future.* New York: Global Perspectives in Education, 1988.*

Monograph

Hanvey, Robert G. *An Attainable Global Perspective.* New York: Center for War/Peace Studies, 1979.* (available from The American Forum).

Articles

Ad Hoc Committee on Global Education. "Global Education: In Bounds or Out?" *Social Education,* (April/May, 1987): 242–249.

Anthony, Robert B. "Multinational Corporations and Global Awareness." *The Social Studies,* (March/April, 1985): 59–61.

Cleveland, Harlan. "The World We're Preparing Our Schoolchildren For." *Social Education*, (October, 1986): 416–423.

Cole, Donna J. "Multicultural Education and Global Education: A Possible Merger." *Theory into Practice*, (Spring, 1984): 151–154.

Cortes, Carlos E., and Dan B. Fleming. "Introduction: Global Education and Textbooks." *Social Education*. (September, 1986): 340–344.

Goodlad, John I. "The Learner At the World's Center." *Social Education*, (October, 1986): 424–435.

Kniep, Willard M. "Global Education in the Eighties." *Curriculum Review*, (November/December, 1985): 16–18.

Kniep, Willard M. "Global Education: The Road Ahead." *Social Education*, (October, 1986): 415.

Kobus, Doni K. "The Developing Field of Global Education: A Review of the Literature." *Educational Research Quarterly*, Vol. 8, No. 1 (1983): 21–27.

Lamy, Stephen L. "Teacher Training in Global Perspectives Education: The Center for Teaching International Relations." *Theory Into Practice*, Vol. XXI, No. 3 (Summer, 1982) 206–211.

Nava, Julian. "Teaching and Learning for the 21st Century." (Cultural Pluralism and Global Interdependence). *Social Education*, (March, 1988): 215–216.

O'Neil, John. "Global Education: Controversy Remains, But Support Growing." *ASCD Curriculum Update*. (January, 1989): 1–8.*

Rosenau, James N. "Teaching and Learning in a Transnational World." *Educational Research Quarterly*, Vol. 8, No. 1 (1983): 29–35.

Swetz, Frank. "Mathematics: A Window on the World." *Curriculum Review*, (November/December, 1985): 61–63.

Vocke, David E. "Those Varying Perspectives on Global Education." *The Social Studies*, (January/February, 1988): 18–20.*

Woyach, Robert B., and Janice Love. "Citizenship and World Affairs," *Educational Research Quarterly*, Vol. 8, No. 1 (1983): 36–47.

Publications containing classroom applications, teaching strategies, and lesson plans

(The following publications are available from The American Forum, 45 John Street, Suite 1200, New York, NY 10038)

Anderson, Charlotte C. *Beyond Boundaries: Law in a Global Age.* 1983 (grades 7–12)

Aquina–Mackles, Alexis, David C. King, and Margaret S. Branson. *Myself and Others*, 1979 (grades K–5)

Barnet, Judith. "Culture's Storehouse: Building Humanities through Folklore." (*Intercom 9091*,1978 (grades 7–12)

Czarra, Fred, et.al. *Short Stories from around the World*, 1988(grades 5–9)

Torney–Purta, Judith. *Evaluating Global Education: Sample Instruments for Assessing Programs* 1986-87

"Through the Legal Looking Glass: Reflections of Peoples and Cultures." *Intercom 100*, 1981 (grades 9–12)

"The Geographic Route to a Global Perspective." *Intercom 101*, 1982 (grades 7–12)

"Simulations for a Global Perspective." *Intercom 107*, 1985 (grades 7–12)

Teaching Global Awareness: An Approach for Grades 1-6.

(The following publications available through The Center for Teaching International Relations [CTIR], University of Denver, Denver, CO 80208)

Many of these publications have classroom activities with master pages which can be duplicated for class use.

Beregar, John. *Teaching Writing Skills: A Global Approach*, 1986 (grades 6–12)

Bergstrom, Kirk. *World Citizen Curriculum*, 1987 (grades 9–12)

Collins, H. Thomas, and Fred Czarra. *Global Primer: Skills for a Changing World*, 1986 (grades K–8)

Hursh, Heidi, and Micharl Prevedel. *Activities Using the State of the World Atlas*, 1988 (grades 7–12)

Koranski, Bruce, ed. *Teaching About the Consumer and the Global Marketplace*, 1985 (grades 4–12)

Lamy, Steven, et.al. *Teaching Global Awareness with Simulations and Games*, 1986 (grades 7–12)

Massachusetts Global Education Project. *Global Issues in the Elementary Classroom*, 1988 (grades K–6)

Otero, George, and Gary Smith. *Teaching About Ethnic Heritage*, 1984 (grades K–12)

Sanborn, Michelle, et.al. *Teaching About World Cultures*, 1986 (grades 7–12)

Shiman, David. *Teaching About Human Rights*, 1988 (grades 7–12)

Social Studies Development Center. *In Search of Mutual Understanding: A Classroom Approach to Japan*, 1986 (grades 7–12)

Smith, Gary and George Otero. *Teaching About Cultural Awareness*, 1986 (grades 4–12)

Switzer, Kenneth, et.al. *Global Issues: Activities and Resources for the High School Teacher*, 1987 (grades 7–12)

Zola, John and Reny Sieck. *Teaching About Conflict, Nuclear War, and the Future*, 1984 (grades 6–12)

112

Additional Publications

Global Education Catalog, Social Studies School Service, 10200 Jefferson Boulevard, Room Y6, P.O. Box 802, Culver City, CA 90232–0802.

Additional bibliographies can be found in many of the above publications, and by doing ERIC (INFORMS) searches through your AEA with descriptors such as global, international, multicultural, environment, etc. The organizations listed below have additional publications too numerous to list here.

ORGANIZATIONS AND RESOURCE CENTERS

Regional Organizations

Central America Resource Center
317 - 17th Avenue SE
Minneapolis, MN 55414
(612) 627–9445

Global Awareness Program
4–H Youth Development
University of Minnesota
1420 Eckles Avenue
St. Paul, MN 55108
(612) 625–9700

Global Education Center
Augsburg College
731 – 21 Avenue South
Minneapolis, MN 55454
(612) 330–1159

Global Studies Resource Center
6300 Walker Street
St. Louis Park, MN 55416
(612) 925–1128

International Institute of Minnesota
1694 Como Avenue
St. Paul, MN 55108
(612) 647–0191

International Studies Institute
University of Minnesota
214 Social Science Building
267 – 19th Avenue South
Minneapolis, MN 55455
(612) 624–6527

JCEE Global Economics Center
Center for Economic Education
College of St. Thomas
St. Paul, MN 55105
(612) 647–5655

Midwest China Center
308 Gullixson Hall
2481 Como Avenue
St. Paul, MN 55108
(612) 641–3233

Minnesota World Trade Center Corporation
400 Minnesota World Trade Center
St. Paul, MN 55101
(612) 297–1580

Religion in Human Culture Center
6300 Walker Street
St. Louis Park, MN 55416
(612) 925–1776

United Nations Association of Minnesota
1929 South 5th Street
Minneapolis, MN 55404
(612) 333–2824

The Stanley Foundation
420 East 3rd Street
Muscatine, IA 52761
(319) 264–1500

Women in World Area Studies
Central Community Center
6300 Walker Street
St. Louis Park, MN 55416
(612) 925–3632

National Organizations

AFS International—Intercultural Programs, Inc.
313 East 43rd Street
New York, NY 10017
(212) 949–4242

American Council on the Teaching of Foreign Languages (ACTFL)
P.O. Box 408
Hastings–on–Hudson, NY 10706
(914) 478–2011

The American Forum (formerly Global Perspectives in Education, Inc.)
45 John Street, #1200
New York, NY 10038
(212) 732–8606

Anti–Defamation League of B'nai B'rith
823 United Nations Plaza
New York, NY 10017
(212) 490–2525

Association for Supervision and Curriculum Development
225 North Washington Street
Alexandria, VA 22314
(703) 549–9100

Center for African Studies
1208 West California
Room 101
Urbana, IL 61801
(217) 333–6335

Center for Global Education
WSTTC – University of York
Heslington, York YO1 5DD
England
(0904) 59861 ext. 453

Center for Public Education in International Affairs
University of Southern California
School of International Relations
VKC 328
Los Angeles, CA 90089–0043
(213) 743–4214

Center for Teaching International Relations (CTIR)
University of Denver
Graduate School of International Studies
Denver, CO 80208
(303) 871–2164

Countdown 2001
5636 Utah Avenue, NW
Washington, D.C. 20015
(202) 537–1179

East Asian Studies Center
Outreach Program
Indiana University
Woodburn Hall
Bloomington, IN 47405
(812) 227–7587

Educators for Social Responsibility
23 Garden Street
Cambridge, MA 02138
(617) 492–1764

Friends of World Teaching
P.O. Box 1049
San Diego, CA 92112–1049
(619) 275–4066

Global Awareness Program, College of Education
Florida International University
Tamiami Trail
Miami, FL 33199
(305) 554–2664

Global Links
WETA
3620 South 27th Street
Wilmington, VA 22206
(703) 998–2600
Global Tomorrow Coalition
1325 G Street NW
Suite 915
Washington, D.C. 20005–3104
(202) 628–4016

Greenhaven Press, Inc.
P.O. Box 289009
San Diego, CA 92128–9009
1–800–231–5163

The Hunger Project
1488 Sutter Street
San Francisco, CA 94109
(415) 928–8700

InterAction
1815 H Street, NW
11th Floor
Washington, D.C. 20006
(202) 822–8429

Las Palomas de Taos
P.O. Box 3400
Taos, NM 87571
(505) 758–9456

Mershon Center
Ohio State University
199 West 10th Avenue
Columbus, OH 43201
(614) 292–1681

Middle East Studies Center
SSB 3, 122
University of Texas, Austin
Austin, TX 78712
(512) 471–3881

National Council for the Social Studies
3501 Newark Street NW
Washington, D.C. 20016
(202) 966–7840

National Resource Center for International Studies
303 Thompson Hall
University of Washington
Seattle, WA 98195
(206) 543–4800

Oxfam America
115 Broadway
Boston, MA 02116
(617) 482–1211

Population References Bureau
777 – 14th Street NW
Suite 800
Washington, D.C. 20005
(202) 639–8040

PRODEMCA
729 – 15th Street NW, #950
Washington, D.C. 20005
(202) 347–1006
*will be merging with Freedom House

REACH Center
239 North McLeod
Arlington, WA 98223
(206) 435–8682
(REACH stands for Respecting Ethnic and Cultural Heritage. It includes REACH for Kids, Project REACH, and the Global REACH Consortium.)

Social Science Education Consortium, Inc. (SSEC)
855 Broadway
Boulder, CO 80302
(303) 492–8154

Social Studies Development Center
Indiana University
2805 East 10th Street
Bloomington, IN 47405
(812) 337–3838

Social Studies School Service
Global Education
10200 Jefferson Blvd.
P.O. Box 802
Culver City, CA 90232
(213) 839–2436

Stanford Program on International and Cross–Cultural Education (SPICE)
Littlefield Center, Room 14
Stanford University
Stanford, CA 94305–5013
(415) 723–1114

UNESCO Association/USA, Inc.
1418 Lakeside Drive
Oakland, CA 94612
(415) 835–2811

United States Japan Foundation (USJF)
145 East 32nd Street
12th Floor
New York, NY 10016
(212) 481–8753
*In addition to its other responsibilities, the USJF sponsors nine regional programs in the United States for teaching about Japan at the K–12 levels.

World Affairs Council (Philadelphia)
Global Interdependence Center
206 South 4th Street
Philadelphia, PA 19106
(215) 922–2900

World Bank
World Bank Publications
1818 H Street, NW
Washington, D.C. 20433
(202) 477–1234

World Citizen, Inc.
3721 – 48th Avenue South
Minneapolis, MN 55406
(612) 722–2714

World Eagle, Inc.
64 Washburn Avenue
Wellesley, MA 02181
(617) 235–1415

World Policy Institute
777 United Nations Plaza
New York, NY 10017
(212) 490–0010

World Without War Council
Office of the President
1730 Martin Luther King Jr. Way
Berkeley, CA 94709
(415) 845–1992

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